

**SPEECH ACT PATTERNS ON THESIS PROPOSAL EXAMINATION  
OF ENGLISH LETTERS STUDENTS AT IAIN SURAKARTA  
(PRAGMATICS APPROACH)**

**THESIS**

Submitted as a Partial Requirements

For the Degree of *Sarjana* in English Letters



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## **DEDICATION**

This thesis is dedicated to:

1. My beloved father and mother who always has honestly sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support me at all until I can accomplish this thesis.
2. My beloved sister who always give the happiness when I get down.
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## **MOTTO**

“Then which of the favours of your Lord will you deny?”

(Q.S Ar-Rahman: 30)

“Therefore, when you are free (from thine immediate task), still labour hard. And  
to your Lord turn (all) your longing.”

(Q.S Al-Insyirah: 7-8)

## PRONOUNCEMENT

Name : Ledy Roisatul Mutmainah  
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I hereby sincerely stated that thesis entitled "Speech Act Pattern on Thesis Proposal Examination of English Letters Students at IAIN Surakarta (Pragmatics Approach)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, May 31, 2018

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta,  
The Researcher

Ledy Roisatul Mutmainah

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## ABSTRACT

Ledy Roisatul Mutmainah, 2018. *Speech Act Patterns on Thesis Proposal Examination of English Letters Students at IAIN Surakarta*. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty. The State Islamic Institute of Surakarta.

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Key Words : Speech Acts, Pattern, Speech Act Patterns, Thesis Proposal Examination

This research analyzes the speech act on Thesis Proposal Examination of English Letters Students at IAIN Surakarta. This research aims to analyze the dominant speech act, and to find the speech act pattern on thesis proposal examination.

This research uses descriptive qualitative method. The source of the data in this research are taken from the student and lecturer of thesis proposal examination of English Letters Students at IAIN Surakarta. The researcher limits on analyzing speech act patterns from dominant speech acts on Thesis Proposal Examination of English Letters Students at IAIN Surakarta. According to Miles and Huberman (2014), the technique of analyzing the data is data condensation, data display, drawing and verifying conclusion.

In this research, the researcher uses Searle's theory about speech act. In the Searle's theory, there are five kind of speech act: directive, representative, commissive, declarative, and expressive. The result of data, the researcher found four kind of speech acts. The dominant of speech act found in this research there are 2 types representative speech act that dominant: 127 data of explaining, 29 data of Affirming. Then, there are 3 types of directive speech act that dominant: 173 data of Asking, 19 data of Commanding, 10 data of suggesting. The researcher also found the silence as act of this research that can give effect for the speech act patterns. Based on the finding, the analysis of speech act pattern on thesis proposal examination that found are Asking – Explaining (107 data), Asking – Non-verbal (27 data), Asking – Affirming (17 data), Commanding – Explaining (12 data), Asking – Explaining – Suggesting (3 data), Asking – Affirming – Suggesting (3 data), Asking – Non-verbal – Suggesting (2 data), Suggesting – Affirming (1 data), and Commanding – Affirming (1 data).

The structure of speech act patterns on thesis proposal examination are opening, questioning, and closing. The speech act patterns most appear is in the part of questioning i.e asking – explaining. It indicates that the patterns on thesis proposal examination is always question and answer from the lecturer and student.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In communication, the speaker makes an utterance to listener involving acts. There are many kind of acts used by the speaker to listener. The communication act is intended by the speaker to be interpreted by the hearer as performing that act desired by the speaker. It means that what is intended by the speaker is expected to be likewise decoded by the receiver. Such intentions of language are classified as speech acts. Austin (1962:94) states that speech acts is a theory in which to say something is to do something. Speech act theory explains how speakers use language to accomplish intended actions and how listeners infer intended meaning from what is said. Speech act is the people action of something by utterance. Speech act means not only learn about the language and utterance but also performed by action.

To achieve their goals, speakers are not only saying something but also there is an action in their utterance. Every utterance spoken by the speaker in real life consists of speech act certainly has the functions such as to command, to express, to warn, to declare, to promise. Thus, speech act is an action performed via utterance by the people. Speech act themselves consist of three related acts (Yule, 1996), there are *locutionary*, *illocutionary*, and *perlocutionary act*. The first is locutionary act, which is the basic act of utterance, or producing a meaningful linguistic expression. Locutionary act means saying of something

which is meaningful and can be understood. The second is illocutionary act, form an utterance with some kind of function in mind. Illocutionary act is using a sentence to perform a function. The third is perlocutionary act, the effects that are produced by means. Perlocutionary act is depending on the circumstances, the speaker will utter on the assumption that the listener will recognize the effect the speaker intended.

Of these three related acts, the most discussed is illocutionary act. Indeed, in the utterance, the speakers are not only saying something. There is something and action hidden of their utterance. In other words, illocutionary act is purpose of the utterance. It will decide understanding of the listener as the effect of its utterance (perlocutionary act).

Speech act itself has five general functions performed. Searle (1969) as an improvement of the classification of the speech acts proposed by Austin, classifies speech acts into five categories. First is Representative: these speech acts carry the values 'true' or 'falls', i.e., they commit the speaker to the truth of the expressed proposition such as asserting, reporting, instructing, concluding, etc. Second is Directives: the speaker's role is to get (to direct) the hearer to do something (or towards some goal). Third is Commissive: Searle calls it "unexceptionable", i.e. the obligation created in the word by commissives is created in the speaker not in the hearer. So they commit the speaker to some future action, such as offering, threatening, promising, etc. Fourth is Expressives: these express an inner state of the speaker. They tend to be intrinsically polite as in greeting, thanking, congratulating, etc. Fifth is

Declarations: these show the correspondence between the propositional content and reality and as Searle calls "a very special category of speech acts", such as resigning, dismissing, christening, naming, sentencing, etc.

Each classifications of speech act above has a different context and meaning. It depends on the speaker and the circumstances. Austin, the developer of speech act (1962) and Searle et al. (1969) state that the theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence, but rather the performance of certain kinds of act.

In the real life, speech act can be found in many situations, such as in speech, communication in drama, or communication in a class, etc. For the example is speech act in educational background. In educational background, describing types of speech acts are used in language itself is so important to know what the speaker utterance and what the action. Look deeper at the people do conversation, the utterance which spoken by the people sometimes contains a pattern.

Pattern can be found in many situations, one of them is pattern in communication. Communication patterns are the key design elements that ensure that the systems supporting communities properly embody the communication norms of the community (de Moor, Weigand: 2005). Those, equally the pattern applied in a communication. Communication patterns are modes of communication that used frequently in certain situations or with



certain people. Some patterns may be prevalent, that is, appearing in most communication regardless of the situation specific, that is, used with certain people (friends, spouse, children, students) or in certain situations (at teach, at work, in conflict).

The main components in the pattern contributing to the utterance would be the speaker and listener, the language they are using and the context they are in (Hackman, D.J: 1977). In addition the speaker and listener use their experience and knowledge of the world which is relevant to the context. According to Hackman, D.J, an example of speech act pattern, with the flower shop in Sweden as the context. The customer is the speaker, the shop assistant the listener, and the language is Swedish. The customer has stated the desire to buy a bunch of flowers, the assistant has asked what type of flower. Therefore both know that a bunch of flowers is to be bought, and the focus of the utterance and the speech act will be what kind of flower.

To study speech act patterns, the researcher takes a Thesis Proposal Examination of English Letters Students. Thesis proposal examination itself aimed to examine the students about their research in form thesis proposal, especially on English Letters Students. Thesis proposal examination of English Letters students is one of the activities in Islamic Education and Teacher Training Faculty which is doing to examine the students who will finish the study. The system of thesis proposal examination is the student who is examined by three lecturers or examiners.

In the thesis proposal examination, the student and the lecturer are always doing communication where their communication contains speech acts. From those speech act, communication between the student and lecturer shape a pattern. The example of speech act pattern between the student and lecturer is:

L2 : Every sentence is not only referring to the meaning of its sentence. In imperative sentence could be interrogative, the meaning could be asking something. So why do you focused on the utterances? If you analyze sentence, what is the relationship between the whole meanings of the movie? After you analyze this, you will find some relate with the finding or the theme the topic. **Is there something special about Fast and Furious regarding to imperative sentence?** So you are interested to analyze it.

S1 : **After I watch the movie, Fast and Furious is an action movie, so in action movie there are so many imperative sentences. So, I choose Fast and Furious because the movie is action movie.**

L2 : So, action is imperative?

S1 : No.

L2 : I mean, in subtitling you said you have watched the movie. Is there something that you somehow catch why analyze imperative sentence in Fast and Furious? Is it something beautiful, something interesting to discuss? Is there something like that?

In this example, the utterance between the student and lecturer contains pattern. The pattern which shaped is “Asking – Explaining”. The form of directives act here is requesting where the lecturer asked student to answer the question. The lecturer said “**Is there something special about Fast and Furious regarding to imperative sentence?**” is directive speech act. The type of directive speech act that used by the lecturer is asking where the lecturer ask the question that must answered by the student. Then, the student answer the lecturer’s question by giving the explanation based on her/his research. Then, thus speech act is repeated. The example shows that the utterances between the

lecturer and student contains speech act pattern. Pattern itself surely has a purpose. That is why the researcher interested to analyze speech act pattern in this thesis proposal examination.

The dominant of speech act become main analysis to analyze speech act patterns on thesis proposal examination. From those reasons, the researcher was interested to identify the patterns on thesis proposal examination by using speech act theory. The researcher intended to conduct a research entitled *“Speech Act Patterns on Thesis Proposal Examination of English Letters Students at IAIN Surakarta (Pragmatics Approach)”*.

## **B. Problem Statements**

This is about pragmatic analysis on the thesis proposal examination that the researcher wants to answer in this research. There are two questions:

1. What are the dominant speech acts used on thesis proposal examination?
2. What patterns are devisable from the dominant speech act?

## **C. Objective of the Study**

Based on the problem of the study above, the objectives of the study are:

1. Identify of the dominant speech act used on thesis proposal examination.
2. Find the patterns devisable from dominant speech act.

## **D. Limitation of the Problem**

The researcher analyzes “Speech Act Patterns on Thesis Proposal Examination”. In order to reach the expected goals of the research, the researcher limits on analyzing dominant speech acts on Thesis Proposal Examination of English Letters Students at IAIN Surakarta. The researcher choose Thesis Proposal Examination because the researcher has ever been pass the examination. From this event, the researcher finds the interesting thing. It is because the communication between the lecturer and student on thesis proposal examination is always same in case speech act. The student gives description about their thesis and the lecturers give some questions that must answered by the students and it will be repeated. From those, it will know how pattern shaped on thesis proposal examination. That is why the researcher interested to analyze speech act patterns on thesis proposal examination.

#### **E. The Benefits of the Study**

The researcher hopes that this research will give some benefits as follows:

1. Theoretically
  - a. This research is able to contribute in English materials, especially about speech acts.
  - b. The research can give additional reference in many aspects of Thesis Proposal Examination and speech acts.
2. Practically
  - a. For researcher

This research is able to improve the researcher's ability to comprehend this study and understand the speech acts and the pattern on Thesis Proposal Examination.

b. For reader

This research is able to the reader to study about speech acts, speech act pattern and it can be used as additional knowledge in pragmatics, and others.

c. For lecturer

This research is able to the lecturer to understand about speech acts, speech act patterns that happens in thesis proposal examination.

d. For student

This research is able to the student to understand about speech acts, speech act patterns when in the thesis proposal examination.

e. For other researcher

This research can be used as one of the references and information for further researcher related with the field.

## **F. Definition of Key Terms**

### **1. Speech Acts**

Speech acts is an action performed via utterances (Yule, 1996). Austin, the developer of speech act (1962) and Searle et al. (1969) state that the theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence, but rather the performance of certain kinds of act.

## 2. Pattern

The dictionary defines a pattern as “a model or design or instruction according to which something is to be made.” Alexander defines a pattern as follows:

“...the elements of this language are entities called patterns. Each pattern describes a problem which occurs over again in our environment, and then describes the core of the solution to that problem, in such a way that you can use this solution a million times over, without ever doing it the same way twice.” (Alexander, 1977).

([www.sis.pitt.edu/spring/patterns/node2.html](http://www.sis.pitt.edu/spring/patterns/node2.html) accessed on March 21, 2018)

## 3. Speech Act Patterns

Speech act patterns is set of speech act arranged sequence to represent a communication or action performed. (Umapathy, K.: 2009)

## 4. Thesis Proposal Examination

Thesis proposal examination on English Letters students is one of the activities in Islamic Education and Teacher Training Faculty which is doing to examine the students who will finish the study. The system of thesis proposal examination is the student who is examined by three lecturers or examiners.

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Pragmatics**

###### **a. Definition of Pragmatics**

Language can be used by the people in speaking, listening, reading, and writing. In those case, sometimes people find the ambiguity languages or has another meaning. There are experts who provide definition of pragmatics. According to Yule (1996) “pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener”. In addition, he defines this type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. Pragmatics also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. Then, pragmatics is the study of the expression of relative distance. On the assumption of how close or distant the listener is, speaker determine how much needs to be said. Moreover, he says that pragmatics is the study of the relationship between linguistic forms and the users of those forms.

According to Leech (1983) “pragmatic is the study of meaning in relation to speech situation”. Pragmatics also a study of contextual meaning. Pragmatics is concerned with the study of meaning by speaker or writer and interpreted by listener or reader so that it involves the interpretation of what people meant in particular and how the context influence what is said. Leech (1983) views that language consists of grammars, vocabulary, and pragmatics. He defines pragmatics as a set of strategies and principles for achieving success in communication by the case of grammar. In pragmatics studies we talk about speech acts more.

Pragmatics is an important study in communication, because pragmatics studies about language and its context. When the people communicate with others, they do not only consider how to use the language, but also consider the context in which the language is used. Pragmatics is another branch of linguistics that is concerned with the speaker and contextual meaning. In reference to the definition of pragmatics stated by expert above, it can be summarized that pragmatics is the study of speaker’s intended meaning related to its context.

#### **b. Scope of Pragmatics**

Pragmatics are classified into six principles or scopes of pragmatics according to Yule (1996) as follows: (a) deixis, (b) reference, (c) presupposition and entailment, (d) cooperation and implicature, (e) speech acts and events, (f) politeness.



a. Deixis

Deixis is technical term (from Greek) for one of the most basic things we do with utterances. It means 'pointing' via language. Any linguistic form used to accomplish this 'pointing' is called a deictic expression. When you notice a strange object and ask, 'What's that?', you are using a deictic expression ('that') to indicate something in the immediate context. Deixis expressions are also sometimes called indexicals. He divides deixis into three kinds, there are : personal deixis (*us, you*), spatial deixis (*here, there*), temporal deixis (*now, then*).

b. Reference

Throughout the preceding discussion of deixis, there was an assumption that the use of words to refer to people and things was a relatively straightforward matter. Reference defines as an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something. Those linguistic forms are referring expressions, which can be proper nouns, noun phrases which are definite or indefinite, and pronouns. Not all referring expressions have identifiable physical referents. The expression in "*There's a man waiting for you*", can designate an entity that is known to the speaker only in terms of its descriptive properties. The word 'a' could be replaced by 'any' in this case. This sometimes called an attributive use, meaning 'whoever/whatever fits the description'.

Then, the expression in “*He wants to marry a woman with lots of money*”, it called a referential use whereby I actually have a person in mind and, instead of using her name or some other description.

c. Presupposition and Entailment

According to Yule (1996), a presupposition is something the speaker assumes to be the case prior to making an utterance. Speakers, not sentences, have presupposition. Meanwhile, an entailment is something that logically follows from what is asserted in the utterance. Sentences, not speakers, have entailments. If we says “My wife is pregnant” means that the speaker has a wife.

d. Cooperation and Implicature

This sense of cooperation is simply one in which people having a conversation are not normally assumed to be trying to confuse, trick, or withhold relevant information from each other. In most circumstances, this kind of cooperation is only the starting point for making sense of what is said.

Something must be more than just what the words means. It is an additional conveyed meaning, called an implicature. Implicature are primary examples of more being communicated than is said. In most circumstances, the assumption of cooperation is so pervasive that it can be stated as a cooperative principle. Yule (1996) states “that cooperative is the basic assumption in conversation in which each

participant tries to contribute appropriately, at the required time, to current exchange of talk.”

Grice in Yule (1996: 37) states that in communication, “cooperative principles make a conversational contribution of communicants such as is required, at the stage at which it occurs, by the accepted purposes or direction of the talk exchange in which communicants are engaged”. In reference to Grice’s idea, the cooperative principle in conversation can be explained in terms of four conversational maxims. They are include maxim of quantity, quality, manner, and relevant which is described as follows:

1) Maxim of quantity

The communication must make their contribution as informative as is required. They must give the information in the appropriate quantity.

2) Maxim of quality

It is when what the communicants say will be truthful in a communication. This maxim leads the communicants to make their contribution one that is true.

3) Maxim of relation

Maxim of relation means that the communicant’s contribution should be relevant with what is required.

#### 4) Maxim of manner

Maxim of manner means that the communicant's contribution should be perspicuous in giving information. He should avoid obscurity of expression, ambiguity, unnecessary prolixity (should be brief), and should be orderly.

#### e. Speech Act

The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book *How to Do Things with Words* (1962). Austin defines speech acts simply as the action performed by saying something. By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48).

#### f. Politeness

A linguistic interaction is necessarily a social interaction. Within in interaction, however, there is more narrowly specified type of politeness at work. Politeness can be defined as the means employed to show awareness of another person's face (Yule, 1996: 60).

## 2. Speech Acts

### a. Definition of Speech Act

Speech acts is one of the five main topics in the study of pragmatics. The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book *How to Do Things with Words* (1962). Austin defines speech acts simply as the action performed by saying something.

By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48). Addition Austin's opinion (1962) is that with words, we do something not only says something. One can tell whether a statement, if viewed as an act is successful or not with reference to the speaker's intention and to decide that the statement is true or false. To develop the idea, every speech event constitutes a speech act. Speech acts consists of three separate acts: an act of saying something, an act of doing something, and an act of affecting something.

In addition, speech act are actions using language as a way to the communicative intention. Every production of utterance covers intended message that is delivered through the force of the utterance. It is how language plays as actions or as speech acts. Austin (1962), states three distinct levels of action beyond the act of utterance, follow as: locutionary, illocutionary, and perlocutionary act.

Locutionary Act is the simply uttering a sentence from a language it is description of what the speaker . Yule (1996: 48) states that "locutionary act is the basic act of utterances or a meaningful linguistic expression". It is represented by a sentence with a grammatical structure and a linguistic meaning. According to Austin (1962), locutionary act is the act of saying something that is the form of the words uttered.

Illocutionary Act is the act in which the speaker intends to do something by producing an utterance. Illocutionary act would include

state, assert, describe, warn, remark, comment, command, order, request, etc. (Searle: 1969). For example, if a girl says to her friend, “*Take my bag!*” the illocutionary act is the act of ordering.

Perlocutionary act is the act done by the listener affected by what the speaker has said. Perlocutionary acts would include what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading (Austin: 1962). For the example, if the father utters this sentence to his school-age son, “*You’d better do your homework!*”, in that utterance the perlocutionary act might be one of irritating, especially if this speech act is a daily occurrence.

Yule (1996: 48) states that the third dimension of performing act via utterances is that people do not simply create an utterance with a function without intending it to have an effect. Every utterance created by people in their communication consists of three related acts that are locutionary, illocutionary, and perlocutionary acts. Since illocutionary acts conveyed the force in delivering the intended meaning of people’s utterances, then, the researcher takes the illocutionary acts as one of her research objectives.

#### **b. Types of Speech Acts**

According to Searle (1976), the classification of illocutionary acts in to five main types:

- 1) Representatives/Assertives

Representatives are those kind of speech acts that state what the speaker believes to be case or not Searle (1976). Statements of fact, assertions, conclusions, and descriptions.. In uttering a representative, a speaker conveys his/her belief that some proposition is true. According to Searle (1977: 50-51), related to Austin, types of representative act are suggesting, insisting, hypothesizing, explaining, swearing, describing, calling, stating, concluding, boasting, complaining, identifying, and classifying.

Furthermore, Yule (1996: 53) illustrates these acts by giving example, “It was a warm sunny day”, the speaker describes his/her opinion that the day is warm and sunny as his/her belief although maybe it is a hot sunny day. In using a representative, the speaker makes words fit the world. All of the examples above illustrate the speaker who represents the world as he/she believes it is. In other discussion, representative is kinds of speech acts that state express what the speaker believes to be the case or not (Searle in Yule, 1996:53). It shows the truth condition of the meaning of the utterance. The following for example:

*“The earth is a round”*

The utterance is a fact that the earth is a round. This is absolute fact who is trusted by everyone.

## 2) Directives

Directive is used by the speaker to get the addressee to do something. It intends to produce some effects through action on the listener. By uttering a directive, the speaker attempts to get the listener to do something. By ordering, commanding, requesting, advising, asking, suggesting, begging, bidding, demanding, forbidding, and recommending, the speaker is trying to get the listener to carry out some action. This act represents what the speaker wants. Directive used by the speaker to get someone else to do something. An example is taken from Yule (1996: 54) as follows:

*“Give me a cup of coffee. Make it black”.*

The example shows the direction to the listener to do what the speaker said that is to make a cup of coffee and to make it black. This speech act embodies an effort to direct the listener toward the speaker's goal.

## 3) Commissives

Commissives are acts which commit the speaker to some future course of action. By uttering commissives, the speaker is committing himself or herself to some future course of action. Commissives is kinds of speech act that the speaker use to commit themselves to do some in the future (Searle in Yule, 1996:54). Commissive can be



express what the speaker intends. Including in this type is offer, promise, swear, threat, and volunteer. The examples are:

[a] "I'll be back".

[b] "We will not do that".

Speaker in example [a] commits to the future action that he/she will come back again. Speaker in example [b] promises that he/she will not do the same thing again in the future. Both speakers are committing some future course of action which means they apply commissive. The speaker undertakes to make the world fit the words (via the speaker) by using commissive.

#### 4) Expressives

Speakers of a language often express feelings to the listener when they speak. By doing so, the speakers have performed the expressive acts. Expressives are speech acts which express a psychological state. They have the function of expressing, or making known, the speaker's psychological attitude towards a state of affairs which the illocution presupposes. These speech acts express the speaker's inner state which says nothing about the world. As the examples are thanking, congratulating, pardoning, praising, and condoling (Searle in Yule, 1996:53).

Those psychological states can be statements of pleasure, pain, likes, dislikes, joy, or sorrow which are experienced by the speaker.

The examples are

[a] "*I'm really sorry!*" and

[b] "*Congratulations!*".

Both of the speakers in the example [a] and [b] show their psychological states. Speaker [a] expresses his/her psychological state of pardoning and speaker [b] expresses his/her psychological state of congratulating. The speaker makes words fit the world (of feeling) by uttering an expressive.

#### 5) Declaratives

Declarative is kinds of illocutionary act that can changes word of the utterance which is produced. As Searle in Yule (1996:53) state that declarative is kinds of speech act that change the world via their utterance. When the speaker utters a declaration, his or her words bring about a new state of affair. It can be changing of the status of a person or, the ownership of something. The verbs which belong to declaration are: adjourn, appoint, baptize, christen, declare, communicate, naming, resign, sentence, veto. The examples are the priest said:

*"I now pronounce you husband and wife".*

In example the utterance above changes of the status of those two people the priest changes the life of two persons of a single being to be husband and wife as a new family.

Searle's classification of illocutionary acts is used by the researcher to analyze the kinds of speech acts employed by the mentor of bilingual program. The classification is used to describe the force used by the mentor in delivering their purposes through language.

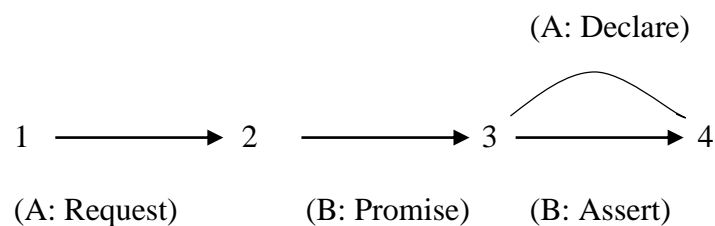
### **3. Speech Act Patterns**

The main components in the pattern contributing to the utterance would be the speaker and listener, the language they are using and the context they are in. In addition the speaker and listener use their experience and knowledge of the world which is relevant to the context (Hackman: 1977). These are the result of their being thinkers in interaction with their perspective environment; and would result in cultural presupposition as well as attitudes and expectation. Speech act pattern is set of speech act arranged in sequence to represent a communication or action performed (Karthikeyan: 2009).

According to Sacks (1992), in understanding sequencing of conversations, Sacks has introduced the concept of adjacency pair. An adjacency pair is besides being adjacent, an ordered pair of utterances (a first and a second) produced by different speakers. A first requires a second, and not everything counts as a second. Examples of adjacency pairs are question – answer, greeting – greeting, offer – acceptance, request –

acceptance, complaint – excuse. Thus to make clear linkage to communication patterning should be recognized.

Goldkhul (2003) describe a generic communication pattern when an initial speaker (A) makes a request to another actor (B). As the example follows from the Conversation-for-action schema (of Winograd & Flores, 1986):



It describes as patterns when speaker (A) makes a request to another actors (B). The schema describes different states in the conversation and how the states are altered through the performance of speech acts.

An example of speech act pattern, with the flower shop in Sweden as the context. The customer is the speaker, the shop assistant the listener, and the language is Swedish. The customer has stated the desire to buy a bunch of flowers, the assistant has asked what type of flower. Therefore both know that a bunch of flowers is to be bought, and the focus of the utterance and the speech act will be what kind of flower (Hackman: 1977).

From those example, the researcher draws the analysis including speech act. The customer's utterance when she/he stated the desire to buy a bunch of flowers, it contains ordering of directive speech acts. The shop assistant's utterance when she/he asked what type of flower, it contains

requesting of directive speech acts. Then the researcher draws of speech act pattern as follows:

The customer : “I want to buy a bunch of flowers”

The shop assistant : “what type of flower?”

The speech act pattern in this utterances is Stating – Asking, where the customer state that she/he want to buy a bunch of flowers that must made by the shop assistant. Then, after the customer state, the shop assistant asking the question to know what type or what the flower wanted by the customer. This communication is needed and very important to know the purpose of everyone utterance. Therefore both know that a bunch of flower is to be bought, and the focus of the utterance and the speech act will be what kind of flower.

#### **4. Context**

Context of situation is the situation with which the text is uttered. It is environment of the text. Hymes in Wardhaugh (1998: 242-244) states that there are certain components of speech that the Ethnographer should look for.

In addition, Holmes (2001: 8) proposes that a conversation occurs by the influence of social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

##### **a. The participants (Who or Whom)**

“Who is speaking?” and “To whom are they speaking?” refer to the participants of the conversation speaker and listener or addressor

and addressee. It also includes the relationship occurring between the participants.

b. The setting or social context (Where)

“Where are they speaking?” refer to the settings – physical or psychological contexts - around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

c. The topic (What)

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

d. The function (Why)

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

## **5. Thesis Proposal Examination**

Thesis proposal examination on English Letters students is one of the activities in Islamic Education and Teacher Training Faculty which is doing to examine the students who will finish the study. The system of thesis proposal examination is the student who is examined by three lecturers or examiners.

## **B. Previous Study of the Research**

The researcher takes three previous researches to enrich the data about speech act patterns. Those are the first research from a Journal of Pragmatic was conducted by Hackman, D.J. (1977), entitled: "*Patterns in Purported Speech Acts*". In his research, he tried to examine utterances which are intended by a foreign speaker to be speech acts, but which are unsuccessful. He examine cases where speech acts have failed and attempt to work out why. It has the similarity with the researcher's research where it was discuss about speech act pattern, but in his research, he analyze the unsuccessful of speech act pattern, while the researcher analyze the speech act patterns on thesis proposal examination.

The second previous research, the researcher takes from Erma Nurhayati (2017), graduated student of State Islamic Institute of Surakarta (IAIN Surakarta) who described about "*Directive Speech Act Analysis in Kung Fu Panda 3 Movie*". In her research, she tried to identify speech act forms of directive speech act only. She analyze the utterance of the character then to find kind of utterance contains speech acts, especially directive speech act. The similarity in the second previous research described about directive speech acts where in the researcher's research, the topic that will describe is mostly about directive speech act also, but in the researcher's research is adding by speech act pattern discussion where in the second previous research is nope.

The third previous research is taken from Ririn Dyah Eka Savitri (2017), graduated student of State Islamic Institute of Surakarta (IAIN Surakarta) entitled: "*Teacher's Directive Speech Acts in English Teaching Learning*

*Process at SMP Al-Islam 1 Surakarta Academic Year 2016/2017*". In her research, she tried to identify the directive speech acts used by the teacher in SMP Al-Islam 1 Surakarta. From her research, she found 130 utterances contains directive speech act. The similarity is in the researcher's research find mostly directive speech acts and the setting is around in the educational background, but there is no speech act pattern that discussed in the third previous research.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the researcher uses descriptive qualitative research. Descriptive method is used to describe, explain, and analyze the phenomenon which occurred behind the data. Miles and Huberman (2014) states that a qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations. The purpose of qualitative research is to understand something specifically, not always looking for the cause and effect of something and to deep comprehension about something that studied. It is associated with generating and developing an understanding. In this research, the researcher collecting data by recording the student and lecturer's speech and understanding what speech act appeared and what the patterns shaped.

#### **B. Place and Time of The Research**

##### **1. Place of the research**

The research took place in English Letters Department of IAIN Surakarta. IAIN Surakarta is one of the many Islamic-institutes. IAIN Surakarta is located in the Jl. Pandawa, Pucangan, Kartasura, Sukaharjo 57168.

## 2. Time of the research

The time of research is during the examination from 5 students of English Letters 2014 on the different times. The observation was conducted on March, 8<sup>th</sup>, 9<sup>th</sup>, 15<sup>th</sup>, 2018. The first student or examination is on March 8<sup>th</sup>, 2018. The second student or examination is on March 9<sup>th</sup>, 2018. The third student or examination is on 15<sup>th</sup>, 2018. The observation having a natural situation and condition.

### **C. Data and Source of the Data**

The researcher analyzes the conversation that include speech act patterns as the data. The data of this research are in the form utterances by the student and lecturer on thesis proposal examination. The source of the data refers to the subject from which the data are obtained. For the source of the data, the researcher taken from the student and lecturer of thesis proposal examination of English Letters Students at IAIN Surakarta.

### **D. Research Instrument**

In identifying the study, the researcher needs some instruments to support it. It is used for collecting data. The instrument will make the researcher easier to finish the research. The instrument divided into main instrument and supporting instrument. The first is the researcher herself who as the main instrument, because the researcher use qualitative research. In qualitative research, the researcher is the main instrument since he conducts the whole research process (Moleong, 2004:163), he also states that in a qualitative

research which the researcher as a planner, collector, and analyst of the data. In doing the research, the researcher is supported by some equipment which help in collecting data. They are: recorder, it is used to record the utterances between the student and lecturer, to repeat, and to focus on a particular the student and lecturer's utterances which contain speech acts. The other of equipment are pen, book or written equipment to transcribe a particular the student and lecturer's utterances.

#### **E. The Technique of Collecting Data**

Technique of collecting data refers to the way the researcher obtains the data which are observed. According to Creswell (2009), the methods of data collecting including observation, interviews, documentation, and visual materials.

In this research, the researcher uses observation in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records the utterances between student and lecturer. The data collection process applied in the research were divided into several steps, as followed:

1. Recording the utterances on examination on March 8<sup>th</sup>, 9<sup>th</sup>, 15<sup>th</sup>, 2018 at English Letters Students using recorder.
2. Transcribing the data into the written form.
3. Listening the recording again to check the accuracy of the data.

4. Selecting the data from the recording which are in according with the objectives of the study.
5. Recording the data into the data sheet.
6. Classifying the data.

The collected data was recorded in the data sheet. The data and analysis data of Searle's speech acts based on the way to convey used by the researcher was presented in Table 3 below.

Number of data	Dialogues	Speech Acts					Type	Analyzing
		Dir	Rep	Com	Epr	Dcl		

Notes:

Dir : Directive                      Epr : Expressive    Com : Commisive  
 Rep : Representative              Dcl : Declarative

#### **F. The Technique of Analyzing Data**

The researcher does not only collecting the data, but also she analyzes the data to obtain the research's result. In analyzing the data, the researcher uses some steps as Miles and Huberman (2014); data condensation, data display, conclusion and verification.

##### **1. Data Condensation**

First, the researcher made the transcript of recorded data and written the data, choose the data which was needed, identified types of speech acts used by the student and lecturer.

## 2. Data Display

In this research, the researcher analyzed the types of speech acts by using Searle's theory of speech acts. The outcome of the research is description and analyzing by focusing on the forms speech acts by the student and lecturer.

## 3. Drawing and Verifying Conclusion

The last steps was drawing and verifying conclusion. After the data displayed in the form of table, then the researcher would able to interpret it and reaches conclusions and verifications. Derived from the data displayed in the table, the next step conducted by the writer is describing and interpreting the data so that the conclusions and verifications of speech acts used by the student and lecturer.

In the data analysis process, the researcher applied coding system. The purpose was not to number the data, but was to make the researcher easier in selecting and classifying the data from the data sheet. The coding are:

T1 : number of transcript

S1 : examinee

L1 : locutor 1

08.03.2018 : date of datum

1 : page of transcript

D1 : number of datum in data table

### **G. The Trustworthiness of the Data**

The qualitative research needs the validity of data. The validation of data analysis designates the quality of the research finding. In this research, the data are taken from the student and lecturer's utterances when examination

This research employs source of triangulation to check the trustworthiness of data. Triangulation is a general way that is used to develop the validity in qualitative inquiry. According to Moleong (2014: 331) the techniques of triangulation uses other researcher for checking the validity of the data.

The researcher asked the expert to check the validity. The expert who was chosen by the researcher is Mr. SF. Lukfianka Sanjaya Purnama, S.S., M.Hum. He is the lecturer of English letters IAIN Surakarta. The researcher asked him to check the data whether it is included to types of speech act or not. The researcher gave him the table data of validation, so that the validator can select the correct data or error data. There were 448 utterances from 5 examination. When the validator did the validation, there were some error of the data, then the researcher revised and gave him the revised again until there is no error data. It meant that all the data have been valid.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Findings

After discussed the method of the research in the previous chapter, in this chapter, the data in this chapter is the lecturers and the student's utterance. There are two problem statements in this research. First, the researcher focused on the dominant speech acts used on thesis proposal examination and the patterns are devisable from the dominant speech act.

##### 1. The Dominant Speech Acts Found in Thesis Proposal Examination

These data findings are related to the dominant speech acts uttered by the lecturer and student in thesis proposal examination. The researcher uses Searle's classifies speech act into five types, i.e directive, representative, commissive, expressive, declarative.

The research was in the examination room. The researcher choose five students and did observation one time every examination. The observation from all of the examination was doing by the researcher on March 8<sup>th</sup>, 9<sup>th</sup>, 15<sup>th</sup>, 2018 at English Letters Students. The researcher found that there were 448 utterances contains speech act during thesis proposal examination process. The findings can be seen in the following data.

##### a. Directive

Directive speech acts is kind of speech acts that speaker use to get someone else to do something. The researcher found 214 utterances

contains directive speech acts. Below the detail information of directive speech acts.

The forms of directive speech acts explained as follows:

### 1. Asking

There are 173 utterances of asking directive speech acts spoken by the lecturer and also the student. Among these asking directive speech acts, the researcher takes 2 samples from 173 data asking directive speech acts. Here are the examples:

**S1 : In the example of strategies, do I give example about imperative sentences in the movie?**

(T1/S1/08.03.2018/5/D39/Dir/Ask)

**L5 : So, what actually want to focus on for your research in this case?**

(T2/L5/09.03.2018/8/D54/Dir/Ask)

On data 39, the student's utterance indicates as asking directive speech act because the student ask question to the lecturer that must be answered. He ask something to know or understand what have to do by him in his research.

On data 54, the utterance from the lecturer where the lecturer ask question to the student that must be answered. The lecturer ask around the student's research. The lecturer asked because the lecturer does not know the clearly what actually the focus of the student's research.

### 2. Commanding



Commanding is utterances having meaning asking the hearer doing something. The commanding utterance was performed by the locutor/lecturer. The researcher takes 2 samples of 19 utterances of commanding directive speech acts. The example of commanding utterance performed by the locutor/lecturer that can be seen in the following utterance:

L1 : As we are waiting for Pak Sanjaya, let's begin our seminar on thesis proposal examination which is written by Handoko Saputro and as usual Handoko Saputro you have to recite the holy Qur'an first. When we find that you cannot recite well, so we should cancel this examination. **Al-Baqarah ayat 21-25.**  
(T1/L1/08.03.2018/1/D1/Dir/Cmd)

L1 : **Catat..Catat!**  
(T4/L1/15.03.2018/33/D281/Dir/Cmd)

On data 1, the locutor said "*Al-Baqarah ayat 21-25*" indicates as commanding. The locutor commands to the examinee reciting the Holy Qur'an. This utterance happened in the opening of examination. The locutor just said "*Al-Baqarah ayat 21-25*", but it has meaning as the commanding that must do by the student at that time.

The second data is on data 281. Data 281 also categorized as commanding because the locutor said "*Catat..Catat!*" This utterance means that the locutor commands the student to do something. The locutor wants the student to write what will the other locutor said to him at that time.

### 3. Suggesting

Suggesting is giving a suggestion for someone to do something. In this part, the researcher takes 2 of 10 data. The example of suggesting utterance performed by the locutor/lecturer that can be seen in following utterance:

**L6 : I think you can go more than that.**  
(T3/L6/09.03.2018/28/D238/Dir/Sug)

**L3 : If you want analysis the video clip, it is something different. If you focused on song lyric only, you don't have to mention the video clip also**  
(T5/L3/15.03.2018/46/D433/Dir/Sug)

On the locutor's utterance "*I think you can go more than that.*" indicates as suggesting. The locutor suggest to the examinee to do something with her research. Indicates as suggesting because the suggestion from the locutor can be accepted the student or not.

The second data of suggesting is on data 433. The locutor said "*If you want analysis the video clip, it is something different. If you focused on song lyric only, you don't have to mention the video clip also.*" is suggesting speech acts because the locutor suggest to consider or recommending something to the student that will do or not.

### 4. Advising

Advising is giving an opinion and precept to someone. Advising function of directive speech offers someone what should do or how to act in a particular situation. An advice tends to be positive. The researcher takes 2 of 9 data. The example of advising utterance performed by the locutor/lecturer that can be seen in following utterance:

**L1 : When you are consulting you have to recite before consulting every coming for the consultancy.**

(T1/L1/08.03.2018/1/D3/Dir/Adv)

**L3 : you have to be very careful to classify imperative**

(T1/L3/08.03.2018/5/D41/Dir/Adv)

On the data 3, the lecturer give the advising to the student about the reciting Holy Qur'an. The lecturer advice that the student must recited the Holy Qur'an before the consultancy so that the student can recite better that at that time.

On the data 41, the lecturer give the advising about the research. The lecturer advice to the student more careful in writing the research, especially in classify what will discuss. Thus the advising to make the student's research better.

## 5. Requesting

Requesting having purpose to appeal an expectation the hearer in order to be given something or become reality as speaker's wants. The researcher takes a sample of 2 utterances of requesting directive speech acts. The example of requesting utterance

performed by the locutor/lecturer that can be seen in following utterance:

**L5 : Can you mention the technique of collecting the data in qualitative research?**

(T2/L5/09.03.2018/13/D76/Dir/Req)

On the data 76, the lecturer's utterance indicates as requesting directive speech act. The utterance looked like the question, but it has the meaning as request to the student to mention the techniques collecting the data. The request can be answered by the student or not answer.

#### 6. Forbidding

Forbidding is defined as someone was allowed to do something or not do something. In terms of the function of speech, forbidding means asking hearer not to do something. Here's an example of forbidding function findings form 1 data of forbidding directive speech acts:

**L1 : Ojo mbok woco kabeh ngunu kuwi.**

(T1/L1/08.03.2018/2/D7/Dir/For)

On the data 7, the lecturer forbid the student that do not recite all the presentation. The act that must do by the student is do at that time, so not read all the presentation as the lecturer forbid.

The distribution of each type of directive speech acts performed by the lecturer or student in the thesis proposal examination at English Letters student IAIN Surakarta is illustrated in table 4.1 as follows:

**Table 4.1**  
**Types of Directive Speech Acts**

No	Directive Acts	Frequency	Percentage
1	Asking	173	80.8 %
2	Commanding	19	8.87 %
3	Suggesting	10	4.67 %
4	Advising	9	4.2 %
5	Requesting	2	0.93 %
6	Forbidding	1	0.46 %
Total		214	100 %

**b. Representative**

Representative is kind of speech acts that state the speaker believes to be case or not. The researcher found 196 utterances contain representative speech acts, 127 data belong to explaining, 29 data belong to affirming, 10 data belong to denying, 8 data belong to informing, 8 data belong to describing, 8 data belong to assuring, and 6 data belong to reciting. Below the detail information of representative speech acts. The forms of representative speech acts explained as follows:

1. Explaining

The purpose of explaining to give the explanation, the details or the reasons to make something clear or easy to understand. The researcher takes 2 sample from 127 data of explaining representative speech acts. The example of explaining utterance performed by the student that can be seen in following utterance:

**S1 : ...I will explain about my proposal.....**  
(T1/S1/08.03.2018/1/D6/Rep/Exp)

**S2 : Find the previous gap.**  
(T2/S2/09.03.2018/17/D100/Rep/Exp)

On the data 6 indicates as explaining representative speech acts. The student said clearly that he want to explain about his proposal. Thus explanation is as act that commanded given by the lecturer in utterance before.

On data 100 also explaining representative speech acts. The student explain what the lecturer asked before about the previous gap. The student explain that after she collected the data, she try to find the previous gap.

## 2. Affirming

Affirming is type of representative speech acts which has some illocutionary point, mode of achievement, degree of strength, proportional content conditions, preparatory conditions, and sincerity conditions. Affirming in this case, carrying the positive representative as opposed to negative. The researcher takes 2 samples from 29 data of affirming. The example of affirming

utterance performed by the student that can be seen in following utterance:

L1 : When you are consulting you have to recite before consulting every coming for the consultancy.....

S1 : **Iya.**  
(T1/S1/08.03.2018/1/D4/Rep/Aff)

On data 4 indicates as affirming. The student said “*iya*” is affirm to the locutor’s utterance before. This is has the aims to affirm what the locutor spoke to the student.

The second data is on data 51. On data 51, the student is silent when the locutor give the advising. It is indicated as affirming because it is indirectly the student to affirm what the locutor advice to the student.

### 3. Denying

Denying creates the action of denial and oppose or negative the proportion. To deny that *P* is simply to assert not *P*. The researcher takes a sample from 10 data of affirming. The example of denying utterance performed by the student that can be seen in following utterance:

L2 : Including the manners, the background, passing by?

S1 : **No, No.**  
(T1/S1/08.03.2018/4/D34/Req/Den)

On the data 34 indicates as denying. The student said “*No, no*” to deny what the locutor asked before. It has the meaning that

the student deny what the question is not true according to the student.

#### 4. Informing

Informing is essentially hearer-directed. Informing is to represent to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed. The researcher takes a sample from 8 data of informing. The example of informing utterance performed by the student and also the lecturer that can be seen in following utterance:

**L2 : The best movie in 2017 is The Shape of Water. The movie got Oscar.**  
(T1/L2/08.03.2018/3/D23/Dec/Inf)

On the data 23, the lecturer give the information about the movie which is discussing with the student. The lecturer give information to the student because the student explain about the movie that is not appropriate, so the lecturer inform so that the student know and understand the truth.

#### 5. Describing

Describing means give an account in words of (someone or something), including all the relevant characteristic, qualities, or events. In this part, the researcher takes a sample from 8 data. The example of describing utterance performed by the student that can be seen in following utterance:

**S3 : Taxonomy is the way the researcher to analyze.**



(T3/S3/09.03.2018/27/D211/Rep/Des)

On the data 211 indicates as describing because the student describe the definition of taxonomy. The Student give description because she is doing what the lecturer asked before.

#### 6. Assuring

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. The researcher takes a sample from 8 data. The example of assuring utterance performed by the student that can be seen in following utterance:

**L2 : So, action is imperative?**

(T1/L2/08.03.2018/2/D13/Rep/Ass)

On the data 13 above, the lecturer give assuring to the student. This assuring aims to tries making the hearer/the student feel sure with his answer or not.

#### 7. Reciting

In this part, the researcher takes a sample from 6 data of reciting. The example of reciting utterance performed by the student that can be seen in following utterance:

L1 : ..... you have to recite the Holy Qur'an first. When we find that you are missing reciting the Qur'an, so we have to reschedule our examination. Open Surah Al-Kahfi ayat 1-10!

**S3 : (reciting the Holy Qur'an)**

(T3/S3/09.03.2018/21/D139/Rep/Rct)

On the data 139 is type of reciting representative speech acts. It is clearly what the student did. She recite the Holy Qur'an as act that given a command by the lecturer.

The distribution of each type of representative speech acts performed by the lecturer or student in the thesis proposal examination at English Letters student IAIN Surakarta is illustrated in table 4.2 as follows:

**Table 4.2**  
**Types of Representative Speech Acts**

No	Representative Acts	Frequency	Percentage
1	Explaining	127	64.7 %
3	Affirming	29	14.7 %
4	Denying	10	5.1 %
5	Informing	8	4 %
6	Describing	8	4 %
7	Assuring	8	4 %
8	Reciting	6	3%
Total		196	100 %

**c. Declarative**

Declarative is kinds of speech acts that can change the world via utterance. The researcher found 5 utterances contain declarative speech acts. Below the detail information of declarative speech acts.

The forms of declarative speech acts explained as follows:

1. Declaring

The researcher takes a sample from 5 data. The example of declaring utterance performed by the locutor/lecturer that can be seen in following utterance:

**L4 : so based on the score given from the examiner, you can continue and pass the examination, congratulation, and you have to revise it before you continue**  
(T2/L4/09.03.2018/20/D137/Dec/Dcl)

On the lecturer's utterance on data 137. It can be classified as declaring declarative speech act. The lecturer declare to the student and also all of people in the examination room that the student pass the examination and permitted to continue the research.

The distribution of each type of declarative speech acts performed by the lecturer on the thesis proposal examination at English Letters student IAIN Surakarta is illustrated in table 4.3 as follows:

**Table 4.3**

**Types of Declarative Speech Acts**

No	Declarative Acts	Frequency	Percentage
1	Declaring	5	100 %
Total		5	100 %

#### d. Expressive

The researcher found 1 type of expressive speech acts. The kind of expressive speech acts here is thanking. The forms of expressive speech acts explained as follows:

##### 1. Thanking

Thanking is one of the type of expressive speech act when someone hearer something, then feel happy. The researcher found 1 thanking speech act that can be seen in the following utterance:

L3 : Ok, thank you very much Bu Lilik. And then in the last part we are declare Handoko Saputro you are officially now are good to go to continue your research. Let close together by saying “*hamdallah*”

S1 : **Alhamdulillahirrahmanirrahim.**  
(T1/S1/08.03.2018/6/D47/Exp/Thk)

On the student’s utterance “*Alhamdulillah*” indicates as thanking. The student express when he heard something good by thanking.

The distribution of each type of expressive speech acts performed by the lecturer on the thesis proposal examination at English Letters student IAIN Surakarta is illustrated in table 4.4 as follows:

**Table 4.4**  
**Types of Expressive Speech Acts**

No	Expressive Acts	Frequency	Percentage
1	Thanking	1	100 %
Total		1	100 %

**e. Non-Verbal (Silence)**

Silence has been reported to have illocutionary force to perform a speech act that seems to exist universally, naturally displaying cultural variance (Sifianou, 1997, Agyekum, 2002, Nakane, 2007, Ephratt 2008). Sifianou (1997) mentions two primary types of silence. First one is the pauses and hesitations encountered during the verbal turns to take some time to think. Second one is the longer silences generally used intentionally, which bear certain meanings and illocutionary force, which is “eloquent silence”.

In this case of utterances between the lecturer and student, the silence or non-verbal appears when the lecturer ask some questions. In this part, the researcher takes a sample from 32 data. The example of non-verbal performed by the student that can be seen in following utterance:

L4 : .....Next, page 24 Wikipedia, apa ini. Is it permitted to write Wikipedia in the research?

S2 : **(silence)**  
(T2/S2/09.03.2018/16/D93/Rep/Non)

On the sample above, the student give the responds to the lecturer silently. The lecturer asked question that must answered by the student, but she does not say anything. Thus, the researcher categorized as non-verbal act.

The distribution of type of silence or non-verbal act by the student on thesis proposal examination of English letters student at IAIN Surakarta is illustrated in table 4.5 as follows:

**Table 4.5**  
**Non-verbal (Silence) acts**

No	Silence Acts	Frequency	Percentage
1	Non-verbal	32	100 %
Total		32	100 %

## 2. Speech Act Patterns from the Dominant Speech Acts

Speech act pattern is set of speech act arranged in sequence to represent a communication or action performed (Umapathy, K: 2009). Based on the finding before on the dominant speech act, the researcher found the dominant of speech act is representative and directive. The amount the data of representative speech act are 196 data, then the dominant of representative are: Explaining 64.7 %, Affirming 14.7 %. The amount the data of directive speech acts are 214 data, then the dominant of directive are: Asking 80.8 %, Commanding 8.87 %, Suggesting 4.67 %. The silence or non-verbal also the dominant that has the impact to the speech act patterns. Below the detail information of speech act patterns from the dominant speech acts.

The forms of speech act patterns are 173 contain patterns from dominant speech acts, 107 belong to asking – explaining, 27 belong to

asking – non-verbal, 17 belong to asking – affirming, 12 belong to commanding – explaining, 3 belong to asking – explaining – suggesting, 3 belong to asking – affirming – suggesting, 2 belong to asking – non-verbal – suggesting, 1 belong to suggesting – affirming, and 1 belong to commanding – affirming that will be explained as follows:

#### 1. Asking – Explaining

In this kind of speech act pattern, the researcher found 107 data of asking – explaining speech act pattern. The researcher takes a sample of 106 data as follows:

**L2 :Why did you to analyze the sentence knowing that we need kinds of subtitle in this movie?**  
(T1/L2/08.03.2018/2/D9/Dir/Ask)

**S1 : Because I think that if I analyze sentence in the movie, I think it is possible to analyze sentence and maybe I will analyze the sentence because the dialogues of the movie are form in sentences. Therefore, I choose the sentence to analyze.**  
(T1/S1/08.03.2018/2/D10/Rep/Exp)

On the locutor's utterance, it is indicated that the locutor ask question to the hearer that must answered (data 9), then the student give the explanation about what the locutor asked to him (data 10). Therefore both know that the question is to be answered, and the focus of the utterance and the speech act will be what kind of asking and explaining.

#### 2. Asking – Non-verbal

In this forms of speech act patterns, the locutor ask question to the student to answer what the locutor asked, but the student give the answer silently. The forms of speech act patterns here is asking – non-verbal,

then the researcher takes 3 samples from 26 data of this speech act patterns as follows:

**L4 : ..... is it only about “what” you will classify them? And then, what next? Is that enough to classify them? Classify another question, how, and then why.**

(T2/L4/09.03.2018/16/D88/Dir/Ask)

**S2 : (silence)**

(T2/S2/09.03.2018/16/D89/Rep/Non)

**L4 : .....Ok, this one in research limitation, how think you can limit in this part of data?**

(T2/L4/09.03.2018/16/D90/Dir/Ask)

**S2 : (silence)**

(T2/S2/09.03.2018/16/D91/Rep/Non)

**L4 : .....Next, page 24 Wikipedia, apa ini. Is it permitted to write Wikipedia in the research?**

(T2/L4/09.03.2018/16/D92/Dir/Ask)

**S2 : (silence)**

(T2/S2/09.03.2018/16/D93/Rep/Non)

On the locutor’s utterance, it is indicated that the locutor ask the question to the student that must answered. It can be seen on data 88, 90, and 92. Then, the student give nothing the answer to the locutor. The student just silently when the locutor give some questions. It can be seen on data 89, 91, 93.

### 3. Asking – Affirming

In this forms of speech act patterns, the locutor ask question to the student, in this speech act patterns, the student affirm what the locutor’s asked. The forms of speech act patterns here is asking – affirming, then the researcher takes a sample from 17 data of this speech act patterns as follows:



**L5 : There are differences between the source language and the target language?**

(T2/L5/09.03.2018/10/D61/Dir/Ask)

**S2 : Yes.**

(T2/S2/09.03.2018/10/D62/Rep/Aff)

On the locutor's utterance, it is indicated that the locutor ask the question to the student. It can be seen on data 61. Then, the student affirm the question from the locutor that can be seen on data 62.

#### 4. Commanding – Explaining

In this forms of speech act patterns, the locutor gives command to the student to explain something. The researcher takes the sample of 12 commanding – explaining speech act patterns as follows:

**L1 : you have to present what you are going to do on your research. Do not read the proposal, but you have to explain the most important one!**

(T3/L1/09.03.2018/21/D142/Dir/Cmd)

**S3 : .....and now I will explain about my proposal thesis entitle “An Analysis Translation Technique in Tembang Macapat from Javanese to English”**

(T3/S3/09.03.2018/21/D143/Rep/Exp)

On the locutor's utterance, it is indicated that the locutor commands the student. The locutor commands the student to present about the research. Then, the student explain her proposal as act that has been commanded by the locutor.

#### 5. Asking – Explaining – Suggesting

In this forms of speech act patterns contains 3 of speech act so that shaped a pattern. The locutor ask question to the student. Then, the student describe what the locutor's asked. After the student explain

something, the locutor spoke by giving the suggestion to the student. The forms of speech act patterns here is asking – explaining – suggesting, then the researcher takes a sample from 3 data of this speech act patterns as follows:

**L5 : So, what actually want to focus on for your research in this case?**

(T2/L5/09.03.2018/8/D54/Dir/Ask)

**S2 : May be translation lyric is written form, but dubbing before we spoke, we also has a written. The lyric is a written and when the lyric is dub in Indonesian version, we also has script. So, I think not a problem if the—it is not subtitling, so in English version we also dub and the Indonesian version also we come a dub. Just different in the language.**

(T2/S2/09.03.2018/8/D55/Rep/Exp)

**L5 : So, in my opinion you should focus on dubbing synchronization and about song lyric translation then it has included into the dubbing synchronization because dubbing is part of translation.**

(T2/L5/09.03.2018/9/D56/Dir/Sug)

On the data 54, the locutor asking the question to the student about the focus of the research. Then, on the data 55 the student give explanation what the locutor asked before about the focus of the research. On the data 56 the locutor give the suggestion to the student that can be accepted or not by the student.

#### 6. Asking – Affirming – Suggesting

In this forms of speech act patterns contains 3 of speech act so that shaped a pattern. The locutor ask question to the student. Then, the student affirming to affirm what the locutor spoke before. After the student affirm the locutor utterance, the locutor spoke by giving the suggestion to the student. The forms of speech act patterns here is asking

– affirming – suggesting, then the researcher takes a sample from 3 data of this speech act patterns as follows:

**L6 : That's it? So, the meaning is changes, prosody is changes, that's it?**

(T3/L6/09.03.2018/28/D236/Dir/Ask)

**S3 : Ya**

(T3/S3/09.03.2018/28/D237/Rep/Aff)

**L6 : I think you can go more than that.**

(T3/L6/09.03.2018/28/D238/Dir/Sug)

The locutor's utterance on data 236 is asking the student about the research. On the data 237, the student answer the locutor by affirmed. It is affirm what the locutor asked before. Then, on the data 238 the locutor give suggestion to the student that thus suggestion can be accepted or not accepted by the student.

#### 7. Asking – Non-verbal – Suggesting

In this forms of speech act patterns contains 2 of speech act so that shaped a pattern. The locutor ask question to the student. Then, the student must answer the question that has given by the locutor, but in this case the student does not answer, the student just silent as the act that given. After that, the locutor spoke by giving the suggestion to the student as the act that will be accepted or not by the student. The forms of speech act patterns here is asking – non-verbal – suggesting, then the researcher takes a sample from 2 data of this speech act patterns as follows:

**L5 : Which one you use for your research of the three components?**

(T2/L5/09.03.2018/13/D79/Dir/Ask)

S2 : **(silent)**

(T2/S2/09.03.2018/13/D80/Rep/Non)

**L5 : I suggest you to use Miles and Huberman's statement to analyze the data including data reduction, data display, drawing conclusion**

(T2/L5/09.03.2018/14/D81/Dir/Sug)

The locutor's utterance on data 79 is asking the student about the research. On the data 80 the student does not answer the question that has given by the locutor. Then, on the data 81 the locutor give suggestion to the student that can be accepted or not by the student.

#### 8. Suggesting – Affirming

In this forms of speech act patterns, the locutor give a suggestion to the student. Then, the student affirming to affirm what the locutor spoke or suggest before. The forms of speech act patterns here is suggesting – affirming. The researcher takes a sample from 1 data of this speech act patterns as follows:

**L1 : Kemudian I find several list that not on your citation. Kayak ini disini ada, di citation tidak ada. Jadi diperbaiki nanti.**

(T1/L1/08.03.2018/6/D44/Dir/Sug)

**S1 : Oh iya.**

(T1/S1/08.03.2018/6/D45/Rep/Aff)

The locutor's utterance on data 44 is giving the suggestion to improvement about the research. After the locutor gives suggestion, the student affirm what the locutor spoke. The focus of their utterance is

giving the suggestion. The context is about the thesis proposal examination.

#### 9. Commanding – Affirming

In this forms of speech act patterns, the locutor give a command to the student. Then, the student affirming to do what the locutor spoke or command before. The forms of speech act patterns here is commanding – affirming. The researcher takes a sample from 1 data of this speech act patterns as follows:

L1 : **Catat..catat!**  
(T4/L1/15.03.2018/33/D281/Dir/Cmd)

S4 : **(Siap-siap untuk mencatat)**  
(T4/S4/15.03.2018/33/D282/Rep/Aff)

The locutor's utterance on data 281 is giving the command to do by the student. After the locutor gives a command, the student affirm what the locutor's command. The focus of their utterance is giving the commanding. The context is about the thesis proposal examination.

The distribution of each form of speech acts pattern on the thesis proposal examination of English Letters student at IAIN Surakarta is illustrated in table 4.6 as follows:

**Table 4.6**  
**Speech Act Patterns**

No	Pattern	Frequency	Percentage
1	Asking – Explaining	107	62.2 %
2	Asking – Non-verbal	26	15.1 %

3	Asking – Affirming	17	9.8 %
4	Commanding – Explaining	12	6.9 %
5	Asking – Explaining – Suggesting	3	1.7 %
6	Asking – Affirming – Suggesting	3	1.7 %
7	Asking – Non-verbal – Suggesting	2	1.2 %
8	Suggesting – Affirming	1	0.6 %
9	Commanding – Affirming	1	0.6 %
Total		172	100 %

## B. Research Discussion

This section presents the discussion of the research findings. There are two problem statements proposed in this study. This researcher focuses on dominant speech act and speech act pattern on thesis proposal examination at English Letters Students. The finding are discussed below:

### 1. Dominant Speech Act Found in Thesis Proposal Examination

Based on the findings about speech acts uttered by the lecturer and student in five records or on thesis proposal examination, the researcher found four speech acts performed by the lecturer and student according to Searle's theory, i.e representative, directive, declarative, expressive. The dominant speech act that the researcher found from all of thesis proposal examination is representatives: explaining, affirming, and directive speech acts: asking, commanding, suggesting.

The finding of type directive speech acts from all the examination is the utterance with total 173 belong to asking, 19 belong to commanding, 10 belong to suggesting, 9 belong to advising, 2 belong to requesting, and 1

belong to forbidding. Then, the type of representative speech acts from all the examination is the utterances with total 127 belong to explaining, 29 belong to affirming, 10 belong to denying, 8 belong to informing, 8 belong to describing, 8 belong to assuring, and 6 belong to reciting.

In the representative speech act, explaining utterances occupied big amount from all types of representative speech acts because this type is always used by the student to answer and explain what the lecturer asked before. The reason is, in the examination is always the communication contains questions and answer so that explaining mostly appear.

In the directive speech act, asking utterances occupied big amount from all types of directive speech acts because this types always used by the lecturer to ask the question to the student that must be answered. The reason is, in the examination is always the communication contains questions and answer so that asking mostly appear.

The researcher found type speech act non-verbal which is not include the Searle's theory of speech acts. The researcher found silence of an act or non-verbal where according to Sifianou (1997), silence has been reported to have illocutionary force to perform a speech act that seems to exist universally, naturally displaying cultural variance. The researcher found the silence as the interesting thing. The researcher can see the patterns of examination include an act beyond Searle's theory. The silence indicates the student is thinking longer or cannot answer the question from the lecturer.

It can be seen the percentage of dominant speech acts. The representative: 64.7 % are Explaining, 14.7 % are Affirming. The directive: 80.8 % are Asking, 8.87 % are Commanding, 4.67 % are Suggesting. Then, the form of Non-verbal or silence are 100 %.

## 2. Speech Act Patterns from the Dominant Speech Acts

Based on the findings about the dominant speech acts uttered by the lecturer and student in five records or on thesis proposal examination, the researcher found the pattern in the dominant speech act. According to Hackman, D.J and according to Sacks, the researcher try to draws the analysis including speech act. Then, the researcher found form of speech act patterns from dominant speech act.

The structure of speech act patterns on the examination can be seen as follows:

### 1. Opening

In the examination, there is always the utterance of opening to indicate that the examination will be started. The form of speech act pattern in the part of opening is commanding – explaining. The researcher found 6 of commanding – explaining: 1 belong to the first examination, 1 belong to the second examination, 2 belong to the third examination, 1 belong to the fourth examination, and 1 belong to the fifth examination. It is when the lecturer open then give command to the student to explain the result of his or her research firstly. From all of the examination (5 examination) that the researcher takes, indicates that



there is opening on each examinations. The commanding on the opening is always given by the main examiner.

## 2. Questioning

In this part of examination is questioning. It means the main point in the examination that the researcher analyze is about question and answer. There is a question from the lecturer, then answered or explained by the student. Sometimes, the lecturer give the command and suggesting, then the student affirm what the lecturer said before. The form of speech act pattern in the part of questioning is asking – explaining, asking – non-verbal, asking – affirming, commanding – explaining, asking – explaining – suggesting, asking – affirming – suggesting , asking – non-verbal – suggesting, suggesting – affirming, suggesting – affirming. It is when the lecturer start to give the question and command to the student. From all of the examination (5 examination) that the researcher takes, indicates that there is main point in the examination as the part of question and answer. Mostly, the asking question is asked by the first examiner. First examiner has the power to ask many things to the student. First examiner also give the command and suggesting to the student. Then, the main examiner also ask some questions

## 3. Closing

In the examination, there is always the utterance of closing to indicate that the examination was finished. In this part, there is no

pattern of speech acts. The form of closing just stated by the lecturer by declare that the student is pass the examination or not.

The finding of speech act patterns form is the utterances can be seen as follows:

1. Asking – Explaining : 107 (62.2 %)
2. Asking – Non-verbal : 26 (15.1 %)
3. Asking – Affirming : 17 (9.8 %)
4. Commanding – Explaining : 12 (6.9 %)
5. Asking – Explaining – Suggesting : 3 (1.7 %)
6. Asking – Affirming – Suggesting : 3 (1.7 %)
7. Asking – Non-verbal – Suggesting : 2 (1.2 %)
8. Suggesting – Affirming : 1 (0.6%)
9. Commanding – Affirming : 1 (0.6 %)

In the form of speech act patterns above, asking – explaining utterances occupied big amount from all form of speech act patterns because this form always used by the lecturer and student to questions and answer from the part of examination. The reason is, in the examination is always the communication contains questions and answer so that asking and explaining mostly appear.

The researcher conducts the dominant of speech acts and the silence form into the patterns. The speech act patterns from five examinations can be seen in table 4.7 as follows:

**Table 4.7**  
**Componential**

	Speech Act Patterns
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	Ask-Exp	Ask-Non	Ask-Aff	Cmd-Exp	Ask-Aff-Sug	Ask-Non-Sug	Cmd-Aff	Sug-Aff	Ask-Exp-Sug
Student 1	10	-	-	2	-	-	-	1	-
Student 2	13	12	2	1	1	2	-	-	3
Student 3	35	5	6	4	1	-	-	-	-
Student 4	21	1	5	1	-	-	1	-	-
Student 5	28	8	4	4	1	-	-	-	-
Total	107	26	17	12	3	2	1	1	3

From the componential above, the researcher makes a discussion one by one based on the student. The speech act patterns from the first student is asking-explaining, commanding-explaining, and suggesting-affirming. The patterns of asking-explaining is appeared more than the other patterns. The second is commanding-explaining, and the last is suggesting-affirming. More appeared is asking-explaining indicates that the first student is already to do examination of thesis proposal. So, the student can answer the lecturer's question smoothly than the lecturer give another speech acts.

The speech act patterns from the second student is asking-explaining, asking-non verbal, asking-affirming, commanding-explaining, asking-affirming-suggesting, asking-non verbal-suggesting, asking-explaining-suggesting. The patterns of the second student here is more complex. The patterns of asking-explaining is appeared more than the other patterns. It is indicated that the second student is already to do examination of thesis proposal. But, there is patterns of asking-non verbal appeared more than the other students, indicates that the student still confused about the examination that examined by the lecturer. The pattern of asking-affirming indicates that the student affirms when the lecturer asked the question. The

pattern of commanding-explaining indicates that there is a command from the lecturer that must do by the student at that time. Pattern of asking-affirming-suggesting indicates that there is interaction between the student and lecturer when the lecturer gives an asking first. Pattern of asking-non verbal-suggesting is when the lecturer asked the question but an act by the student is silence, so the lecturer give a suggestion. The last is asking-explaining-suggesting is when the student explain what the lecturer asked before, then the lecturer give the suggestion.

ˆ The speech act patterns from the third student is asking-explaining, asking-non verbal, asking-affirming, commanding-explaining, asking-affirming-suggesting. The patterns of asking-explaining is appeared more than the other patterns. It is indicated that the third student is already to do examination of thesis proposal. But, there is patterns of asking-non verbal indicates that the student still confused about the examination that examined by the lecturer. The pattern of asking-affirming indicates that the student affirms when the lecturer asked the question. The pattern of commanding-explaining indicates that there is a command from the lecturer that must do by the student at that time. Pattern of asking-affirming-suggesting indicates that there is interaction between the student and lecturer when the lecturer gives an asking first.

The speech act patterns from the fourth student is asking-explaining, asking-non verbal, asking-affirming, commanding-explaining, and commanding-affirming. The patterns of asking-explaining is appeared more

than the other patterns. It is indicated that the fourth student is already to do examination of thesis proposal. But, there is patterns of asking-non verbal indicates that the student still have confused about the examination that examined by the lecturer. The pattern of asking-affirming indicates that the student affirms when the lecturer asked the question. The pattern of commanding-explaining indicates that there is a command from the lecturer that must do by the student at that time. Then, the pattern of commanding-affirming indicates there is a command from the lecturer then affirmed by the student.

The speech act patterns from the fifth student is asking-explaining, asking-non verbal, asking-affirming, commanding-explaining, asking-affirming-suggesting. The patterns of asking-explaining is appeared more than the other patterns. It is indicated that the fifth student is already to do examination of thesis proposal. But, there is patterns of asking-non verbal indicates that the student still confused about the examination that examined by the lecturer. The pattern of asking-affirming indicates that the student affirms when the lecturer asked the question. The pattern of commanding-explaining indicates that there is a command from the lecturer that must do by the student at that time. Then, the pattern of asking-affirming-suggesting indicates that the student affirm the lecturer's question, then given a suggestion by the lecturer.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This chapter discussed conclusion of the discussion in the chapter before. The conclusion is drawn based on the result of the data analysis to answer the problem statements. From the analysis, there are 2 types representative speech act that dominant: 127 data of explaining (64.7 %), 29 data of Affirming (14.7 %). Then, there are 3 types of directive speech act that dominant: 173 data of Asking (80.8 %), 19 data of Commanding (8.87 %), 10 data of suggesting (4.67 %). Then, the silence of an act has founded in this research where it can dominant and give the effect to the speech act patterns.

From the analysis of dominant speech act, there are shaped a pattern of speech act. The speech act pattern are:

1. Asking – Explaining : 107 (62.2 %)
2. Asking – Non-verbal : 26 (15.1 %)
3. Asking – Affirming : 17 (9.8 %)
4. Commanding – Explaining : 12 (6.9 %)
5. Asking – Explaining – Suggesting : 3 (1.7 %)
6. Asking – Affirming – Suggesting : 3 (1.7 %)
7. Asking – Non-verbal – Suggesting : 2 (1.2 %)
8. Suggesting – Affirming : 1 (0.6%)
9. Commanding – Affirming : 1 (0.6 %)

In conclusion, in the form of speech act patterns above, asking – explaining utterances occupied big amount from all form of speech act patterns because this form is always used by the lecturer and student to questions and answer from the part of examination. The reason is, in the examination is always the communication contains questions and answer so that, asking and explaining mostly appear.

The second in the form of speech act pattern, asking – non-verbal occupied the second big amount from all form of speech act patterns. It is indicated that the conversation between the lecturer and student is not always running smoothly. The silence appeared when the student does not answer what the lecturer asked before.

The speech act patterns form of suggesting – affirming and commanding – affirming are little amount from all form of speech act patterns. The suggesting and commanding that given by lecturer sometimes not affirmed by the student, so this form speech act pattern appears is little.

From this research, the researcher or the reader can understand how patterns shaped on the examination. The speech act pattern of asking – explaining, indicates that the student can answer well what the lecturer asked before. Then, the speech act pattern of asking – non-verbal, indicates that the student cannot answer well. So, it can be indicated that the student is already in examination or not by seen the speech act patterns.

## **B. Suggestions**

Based on the conclusion that have been explained above, some suggestions will be directed toward:

### **1. To the Lecturer**

The lecturer as the locutor in the examination is main point to examine the student or examinee. The lecturer should be able to apply the speech act pattern that used while the examination. This is because the communication must be communicated clearly to understand each other between the lecturer and student while question and answer.

### **2. To Student**

The students are expected to learn and explore more about anything example 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.

### **3. The Other Researcher**

The researcher takes all of kind of speech act to analyze. Perhaps, the other researcher can investigated to more focus in a specific kind of speech act.



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## TRANSCRIPT 1

Date : March 8, 2018  
Time : 11.00 – 12.00  
Examinee : Student 1 (S1)  
Examiner : 1. Locutor 1 (L1)  
              2. Locutor 2 (L2)  
              3. Locutor 3 (L3)

L1 : Bismillahirrahmanirrahim. Assalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

L1 : As we are waiting for *Pak S*, let's begin our seminar on thesis proposal which is written by HS and as usual HS you have to recite the holy Qur'an first. When we find that you cannot recite well, so we should cancel this examination. **Al-Baqarah ayat 21-25.**

S1 : **(Recite the Holy Qur'an)**

L1 : *Tanda "Lam" itu tidak berhenti.* When you stop there, you have to start from the previous.

S1 : (Continue reciting the Holy Qur'an)

L1 : Ok. **When you are consulting you have to recite before consulting every coming for the consultancy.** You are reciting wrong way in "*ikhfa*". Kemudian ada "*mad*" nya itu juga tidak benar. Example, when you recite "*fi jannaatin tajri*", harusnya bukan "*jannaatin tajri*" tapi "*jannaating tajri*". Tidak "*tin*", tapi agak mendengung. Terus "*tasdid*" itu, harusnya "*jannaatin*", tapi kamu "*jannatin*". Jadi pas konsultasi harus baca dulu.

S1 : **Iya.**

L3 : **Next will be given time for you**

S1 : **My name is HS, I will explain about my proposal.** My proposal is "analysis of subtitling strategies of imperative sentences found in the fast and furious 8 movie". In this era, movie becomes one of many media to learn about something. It helps the people to learn about language, culture, and something else from the other country. In the movie, all of dialogue are usually translated into the

other language by translator. It purposes to help the people to understand the dialogue easily. The first example in the movie Fast and Furious 8 is “Let me ask you one question” translated into the target language “aku mau tanya”, and the second example is “See papa” and translator translated into the target language “ada papa”. Above are the example, the researcher finds something unique of translation because the translator changes form of sentence from imperative sentence into declarative sentence. (Continue the presentation)

L1 : **Ojo mbok woco kabeh ngunu kuwi.**

S1 : **(Continue the presentation)**

L3 : Ok, Next Pak L.

L2 : Thank you. **Why did you analyze the sentence knowing that we need kinds of subtitle in this movie?** So, why are you trying focus on syntactical domain knowing that subtitle is referring to movie and movie is referring to not only syntactical domain?

S1 : **Because I think that if I analyze sentence in the movie, I think it is possible to analyze sentence and maybe I will analyze the sentence because the dialogues of the movie are form in sentences. Therefore, I choose the sentence to analyze.**

L2 : Every sentence is not only referring to the meaning of its sentence. In imperative sentence could be interrogative, the meaning could be asking something. So why did you focus on the utterances? If you analyze sentence, what is the relationship between the whole meanings of the movie? After you analyze this, you will find some relate with the finding or the theme the topic. **Is there something special about fast and Furious regarding to imperative sentence?** So you are interested to analyze it.

S1 : **After I watch the movie, Fast and Furious is an action movie, so in action movie there are so many imperative sentences. So, I choose Fast and Furious because the movie is action movie.**

L2 : **So, action is imperative?**

S1 : **No.**

L2 : I mean, in subtitling you said you have watched the movie. **Is there something that you somehow catch why analyze imperative sentence in Fast and Furious? Is it something beautiful, something interesting to discuss? Is there something like that?**

S1 : **For example the imperative sentence was translated into may be, emmmm.... For example is “let me tell you something” and the translator always paraphrase the sentence.**

L2 : “Let me tell you something” is in the form of imperative? **And what is the semantic meaning behind of this sentence?**

S1 : **The actor want to tell something.**

L2 : It will not be like that you do. If you put sentence by ignoring the context this sentence appears, it means you take subtitling as a text and audio visual text. “Go away” and then somebody listening behind this wall, “wow, Luthfie is asking somebody to go away”. Without knowing perhaps is a joke. So, it means that the guess behind on this wall threats the words as it is, because the do not know the context. So, you’ve to consider it. And then, Fast and Furious 8 it is a sequel, right?

S1 : Ya.

L2 : Ok. When you talk about sequel, it is a certain study discussing only sequal of study multiimplicity. Multiimplicity study of sequel remains, what are? So, why did you choose Fast and Furious 8 only? **These something special in regard to the expressions or subtitle?**

S1 : **No.**

L2 : **So, why do you choose it?**

S1 : **Because I think that the movie is the best movie in 2017 and the movie also...**

L2 : **The best movie in 2017 is The Shape of Water. The movie got Oscar.**

S1 : **But according to website official of box office, this movie is six place in...**

L2 : So, what is in the first place?

S1 : Titanic.

L2 : **Your reason have to relate to the topic that you discuss.** Not only the movie won several prices. Don’t to be like that. You have to try somehow related to the topic.

S1 : **Ya.**

L2 : And then J. Pederson, he not state about accuracy then you have to follow what he said. Because in subtitle in you turn accuracy, it wil be false. Because subtitle is limited the expression limited by faces. In this why that person, J. Pederson use the turn functional equivalent. Because it means the negotiation are

existent. And then, the key terms, all of key terms you wrote here were taken from less reliable website, Wikipedia. You are not trying to write the dictionary, and then you need quotation from credible of subtitling. And then chapter two, I discorrect you to describe translation. Everyone knows translation, and then you directly discuss subtitling. It's my opinion, it's up to you. Just to give you some words. And then next, also many things that I wrote. **Give the example in strategies.**

S1 : **Chapter two, sir.**

L2 : I see the imperative sentence that you give example is yourself ya. Who cares with this. It is not in mind in the topic. Let's come to the climax of my question, chapter three. **Why did you use Molleong? Because all of my friends use it?**

S1 : **Because I follow the reference in previous study.**

L2 : When you use Molleong, I'm not trying to under meaning more, but the language this research then I suggest you strongly to use Spredley. So first, you have to analyze the domain. Because Spredley systematically could elaborate the finding and then compile the finding to signify a certain meaning. Its types has different subtitling. **How many characters that you analyze?**

S1 : **All of.**

L2 : Wow! **Including the manners, the background, passing by?**

S1 : **No, No.**

L2 : You need to limit the characters, then you will know whether Dom for example, **whose the official subtitler this movie?**

S1 : **I try to find the translator but I didn't get it.**

L2 : You could find the source from the original publisher. Example Dom, the subtitler is pasing Dom, what strategy that subtitler used? Nah ini condensation. Condensation tipenya apa. **What the first type of imperative sentence?**

S1 : **Imperative sentence the subject.**

L2 : The subject for example, when Dom as imperative subject and the subtle use condensation, that will be one data or two data. It will be in systematic order, so your data number are not useless. The coding and then you signify. After that you will find the most dominant strategy the subtitler used in translating certain types of sentence. For example, Dom is using most imperative sentences and the most type he used is the subject for example. With subject and then the subtitler with condensation. Maknanya apa? Oh, subtitler difficult to transfer a sentence this content more than one meaning. That's why use condensation. Jadi apa yang di film, indahnya bahasa itu any literary works when they are written done, they

always have certain message which are linguistically expression and implies. Kamu cari itu, Spredley punya teori itu. Gimana menyusunnya menjadi sebuah table terus orang tau memaknainya dengan mudah. Makanya Eisntein bilang, sesuatu yang susah bisa diomongkan dengan sesuatu yang mudah lewat table jadi paham, tapi kalau sesuatu yang susah kamu menarasikan tidak membuatnya simple itu sebenarnya kamu nggak paham, kamu hanya mubeng-mubeng tok. And the last check your bibliography. You have to follow the rules of writing the reference bibliography based on the book guidelines in this faculty. That's it?

S1 : Ya. **In the example of strategies, do I give example about imperative sentences in the movie?**

L2 : **Anything, as you can show the readers that you actually truthfully master of this.** Begitu ya. Thanks.

L3 : Thank you Pak L. Same like everything given by Pak L, actually I have several things that some similar to Pak L's question that the first thing that **you have to be very careful to classify imperative.** You have already join my class subtitling then you will remember the example the man as his wife, fine, that's what you want to do.

S1 : **(silent)**

L3 : You have to contextual. Contextual means like the relationship between the characters there or the situation and many things. And then the second thing, is almost the same also that you use there is no turn, accuracy in (@\*^/>) model, functional equivalent is better for you to put it in your problem to use the term functional equivalent. And **you have to pay attention because subtitling, you are analyzing subtitler ya, you have to make sure that the changes in the target text is technically influent by the characteristic also form subtitler or not.** Probably the source is imperative sentence, but in target is not imperative because of the CPS, character per sentences, or or WPN, word per menit. I think it's all. Monggo Bu L.

L1 : Well, you have to be careful when classifying which one is it imperative or is it not. Jadi kayak "let me ask you one question" it is real imperative, and then you have to find categories of imperative. When imperative means like this, it is imperative, so you have to see the context also. Then, please be careful ya. In writing or in citing other person's work. Semua yang angkatan ini, hamper semua itu sembarang dalam citing other people works. When you write an article then on the article you find other citations then you just copy paste on your work, jadi hamper sebagian besar begitu. Jadi misalnya ketemu artikelnnya Ilham, Ilham mensitasi punyanya (@^/\*>#) terus langsung di copy paste tok padahal kalian tidak baca, itu nanti namanya plagiat. So please be carefull! I fnd many references or many citations that are not found on your reference list. **Kemudian I find several**



**list that not on your citation. Kayak ini disini ada, di citation tidak ada. Jadi diperbaiki nanti.**

S1 : **Oh iya.**

L3 : Ok, thank you very much Bu L. **And then in the last part we are declare HS you are officially now are good to go to continue your research.** Let close together by saying "hamdallah"

S1 : **Alhamdulillahirrahmanirrahim.**

L3 : Assalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

## TRANSCRIPT 2

Date : March 9, 2018  
Time : 08.00 – 09.00  
Examinee : Student 2 (S2)  
Locutor : 1. Locutor 3 (L3)  
          2. Locutor 4 (L4)  
          3. Locutor 5 (L5)

L4 : Bismillahirrahmanirrahim. Assalamu'alaikum wr.wb

S2 : Wa'alaikumsalam wr.wb

L4 : Ok. For the first examiner, Pak M, thank you for coming. First of all let say thanks to Allah. Shalawat and Salam to our Prophet Muhammad SAW. Today we'll have thesis proposal examination, and here RD will present the proposal entitle "Analysis of the song lyric translation by using translation technique and synchronization in dubbing on Ost. The Tangled Movie 2010". Before we begin this examination, let me read the arrangement of this examination. The first one is opening. Second one is recitation the Holy Qur'an. The next one is presentation. Four is main examination. Fifth is announcement, and the last is closing.

L4 : Ok. We come for the first agenda is opening. Let open this examination by saying "*basmallah*" together.

S2 : "Bismillahirrahmanirrahim"

L4 : and then the second one is recitation the holy Qur'an. Could you please, Pak M check the recitation.

L5 : **Read Surah Al-Imran 11-20!**

S2 : **(reciting the holy Qur'an)**

L5 : Cukup. **I think you have to maximize in reading the tone for your recite.** There are one sound to the other. Read the holy Qur'an frequently in order to improve your sweetness of reciting.

S2 : (silent)

L4 : Thanks Pak M. **The next is presentation, so R you have 10-15 minutes to present your proposal.**

S2 : Assalamualaikum wr. wb.

All : Wa'alaikumsalam wr. wb

S2 : **My name is RD, and now I will explain my proposal of thesis entitle "Analysis of the song lyric translation by using translation technique and synchronization in dubbing on Ost. The Tangled Movie 2010".** First, the chapter one I will discuss the background what Disney is the largest and missing company protect in America. According to ..... Animation movie is ..... And then the researcher make the conclusion. Thank you.

L4 : Ok. That's all. Thanks, R. Then we comes to the fourth agenda in this examination of questions and answers. So, could you please Pak M to give question and answer.

L5 : From the title here, it is long enough. I see there are some aspects in form in your research. You said you want to combine the kind of research, object of research. Translation in written form and dubbing in spoken form. **So, what actually want to focus on for your research in this case?** song lyric translation or synchronization in dubbing? Because these are two different object of translation.

S2 : **May be translation lyric is written form, but dubbing before we spoke, we also has a written. The lyric is a written and when the lyric is dub in Indonesian version, we also has script. So, I think not a problem if the—it is not subtitling, so in English version we also dub and the Indonesian version also we come a dub. Just different in the language.**

L5 : In my opinion it is kind of dubbing. It is kind of audio translation from English into Indonesian. But it is in the form of sound, not in the form of written song, just song lyric. You get the song lyric on the translation from the transcription of the dubbing. So, the original forms are in the form of sound, but in the original form I mean the source language and the target language. Jadi aslinya itu kan dubbing ya, bukan bunyi. Hanya ditranskripkan dalam bentuk tulisan. **So, in my opinion you should focus on dubbing synchronization and about song lyric translation then it has included into the dubbing synchronization because dubbing is part of translation.** It is most specific and in order to analyze the dubbing, you are to include the transcription, the written form of translation. Even though you don't mention this kind of song lyric translation. Automatically you have to write the transcription of the dubbing. You don't have to mention it is kind of song lyric translation. It is automatically included into the dubbing synchronization. So, you just have to focus on dubbing synchronization. Jadi fokus pada dubbing aja. Itu nanti bentuknya translationnya otomatis akan tercakup ya, tercover. Jadi gak usah di translation lyric. Here the song lyric translation can be seen as descendent of dubbing synchronization. So, in the title you don't have to mention song lyric translation, but you can focus on dubbing synchronization or synchronization in dubbing. So the title most be simple, will be shorter rather than the one that you have written on the cover. For example, dubbing synchronization in the original soundtrack of Tangled Movie. About the transcript text here you use instrument of analysis. Jadi teknik penerjemahan bisa digunakan ya buat analisis. Untuk menge-pas kan ya, jadi synchronization itu menge-pas kan. Nah itu tekniknya apakah dengan deskripsi atau naturalisasi atau mungkin dengan borrowing itu juga bisa. From the title can be the form of translation technique in dubbing synchronization of the original soundtrack of Tangled Movie in 2010. Jadi song lyric itu tidak perlu. Otomatis masuk dalam dubbing itu ya. Lebih pendek ya. Analisis juga tidak perlu ya, penelitian itu sudah pasti analisis. Research is also analysis, so you don't have to write the word analysis in the title. Jadi intinya dubbing synchronization ya.

L5 : Kemudian I want to ask you for the synchronization. **What you want to talk about this synchronization?** It is the process of synchronization of the technique or the other aspect of synchronization?

S2 : **The other aspect of synchronization.** Because when I analysis the song and compare the original song and the dub, the duration is same but the content in the Indonesian version some is lost. Like three or four line lost from the Indonesian version.

L5 : **Actually what you want to know about synchronization?** Is it the process of the synchronization or the product of synchronization? I mean for the example the way the translator synchronize or the dubber synchronize the source language to the target language or the other aspect?

S2 : **The process, because maybe I think the song with the original have several lines but in the target song just more simple.** So, the English song is lost in the target song. So I think how can it happens and I want to know the translator why he lost some of the lyrics.

L5 : **There are differences between the source language and the target language?**

S2 : **Yes.**

L5 : **The source language are longer than the target language?**

S2 : **Yes.**

L5 : Jadi ada perbedaan gitu ya, yang satu kok panjang, yang satu pendek. Dan yang ingin kamu tahu apa sebabnya itu ya?

S2 : Iya kenapa bisa gitu.

L5 : Actually it can be seen from the translation technique that maybe the translator or the dubber uses certain translation technique that make the differences between the source language and the target language. Jadi teknik penerjemahan itu kenapa bisa pendek. Mungkin adaptasi ya atau mungkin reduksi. So you want to

analyze the translation technique with the object of dubbing related to the synchronization from the source language to the target language. Intinya itu ya. Objeknya dubbing terutama sinkronisasinya lebih spesifik lagi cara-caranya menyingkronkan itu. **Jadi mungkin perlu diperbaiki ini ya judulnya.**

L5 : Then the problem statements. When your object is dubbing here I think it is important when that you must use in the problem statements, but in the from the problem statement I cannot see any word “the process dubbing”. Misalnya ini “what are the technique used by translator” kenapa kamu tidak menggunakan kata “dubbing” sama sekali? Itu kan objek yang akan dibahas. Harusnya dubbing ya. Yang perlu diubah kalimatnya ya, what are the translation technique used by the dubber. Jadi translation technique itu berhubungan dengan dubbingnya. Jadi satu pertanyaan seperti itu ya, what are the translation technique used by the translator or dubber in synchronizing the dubbing of original soundtrack Tangled Movie 2010. Jadi teknik penerjemahan apa yang digunakan oleh penerjemah atau dubber itu ya dalam meng-synchronize, or you can also include from English to Indonesian. **Pertanyaan utamanya seperti itu, jadi teknik untuk sinkronisasi itu. Then what are the other questions that you can add to the problem statements. Ada lagi atau tidak, selain teknik?**

S2 : (silent)

L5 : **Apa cukup satu pertanyaan?**

S2 : **Two.**

L5 : **Ya coba apa?**

S2 : **Synchronization..**

L5 : Kalau 1 dan 2 nya udah jadi satu ya, karena ini tadi ada perubahan jadi dua pertanyaan ini sudah menyatu. Jadi technique dubbing synchronization. For the other questions I think for the causes or the impact of the technique. Jadi teknik itu sebabnya apa, kenapa mengambil teknik itu. Apa biar sesuai dengan bibir aktornya. So there must be reason for translation to use certain translation technique in this

case is dubbing synchronization. Jadi ada alasan-alasannya ya, tidak bisa menggunakan teknik ini tanpa alasannya. **So I suggest you to add another questions related to the causes or the reason for the translation to use certain technique in dubbing synchronization.** Jadi alasannya apa menggunakan teknik ini. Ya kira-kira dua itu cukup ya.

L5 : Then the other suggestion related to the research methodology. **What actually the type of your research?**

S2 : **Qualitative.**

L5 : Qualitative saja atau yang lain? Qualitative dari datanya, yang lain dari cara penyampaian hasil penelitiannya atau tujuan penelitiannya. Jadi kan penelitian bisa dipandang dari berbagai aspek ya. Research can be seen from different perspective from kind of these data. It is qualitative, but from the other aspect from the example in delivering the result of the research, from the purpose of your research. Descriptively, analyze descriptively. Jadi cara-cara penyampaiannya itu deskriptif ya. So actually the type of your research is descriptive qualitative. Kan ada penelitian komparatif, eksperimental, deskriptif. Makanya menjelaskan, menerangkan ya. So, **I suggest you to add another characteristic of your research. You have to state that your research is kind of descriptive qualitative research, and you must give detail of each characteristic from the quotation.** Qualitative research is “blablabla”. Descriptive research is “blablabla” from the references. Tolong dijelaskan ya, maksudnya penelitian kualitatif itu apa.

L5 : And then in the next paragraph you have to explain that your research is—the characteristic of your research is singular the one in the quotation. The characteristic is descriptive qualitative. This research is kind of descriptive qualitative research because singular to the quotation. Menggunakan data yang berupa kata, kalimat. There are two paragraph describing about the characteristic of your research descriptive qualitative. You have to complete with quotation from references and the application in your research. Jadi pertama kutipan ya. Bawahnya aplikasi penerapannya di penelitianmu sesuai dengan kutipan tersebut. Kemudian

bagian berikutnya, research instrument that you have to describe about research instrument, but I cannot see any quotations from the references. So, the content of the description under research instrumental in this case is your opinion. Jadi pentingnya ada kutipan ya. Instrumental penelitian itu apa, terutama penelitian kualitatif ya. Qualitative research the main instrument is the researcher itself. Biasanya penulis itu sendiri. Langsung menyebutkan supporting instrument ya. Tuliskan sesuai kutipan-kutipan bayanganmu sendiri ya, bayangannya alatnya seperti komputer, bolpen, kamus, nah itu alat tambahan. You have to state that the researcher is the main instrument of your research because your research is kind of qualitative research and the other instrument that you have to write in this is notebook, note pen can be stated as supporting instrument. Mungkin agak panjang ini dua paragraf. Next is the technique of collecting the data. Actually, the one that you want to discuss in under the technique of collecting the data firstly is the type of the technique, the name of the technique. Jadi nama tekniknya ya, because the one that you want to discuss is the form of step collecting data. Jadi ini langkah-langkahnya ya kamu tulis, tapi nama tekniknya kan ada ya. Tekniknya apa aja itu. There are different technique commonly used in qualitative research. **Can you mention the technique of collecting the data in qualitative research?** Tau tidak tekniknya apa saja?

S2 : (silent)

L5 : Tidak tau ya? Makanya itu penting. **Ini ada tiga ya kalau kamu baca referensi, observation, interview, and documentation.** Kalau penelitian kuantitatif itu biasanya ada kuisioner ya, nyebar kuisioner. Karena ini kualitatif jadi tidak. Totally there are three different technique in collecting the data in qualitative research, observation pengamatan, interview wawancara, documentation dokumentasi, kajian dokumen. **Which one you use for your research of the three components.** Yang dipakai yang mana?

S2 : (silent)



L5 : Apakah kamu menggunakan wawancara, observasi pengamatan. Yang mana, kalau berupa teks seperti itu? Yang pasti itu documentation itu ya. Documentation related to text. Bisa pengamatan juga dari filmnya. Itu pengamatan juga bisa dimasukkan ya untuk bisa menyesuaikan suara dengan gerakan bibir. Tapi intinya itu, documentation. The technique of your research is documentation, so after providing a quotation related to the technique of collecting the data from a quotation interview and documentation, you have to state that you use documentation and additionally observation for your research in the second paragraph. Teknik pengumpulan data ada 3, kemudian kamu nyatakan di paragraf berikutnya yang digunakan adalah observasi dan dokumentasi. Kemudian validity of the data, you have to describe the application of validating the data of your research, but you miss to provide the references or the name of the technique. Jadi ada teknik validity data. The researcher ask the expert and discuss the data belong to technique and synchronization. Tapi itu namanya apa. Kamu melewati referensimu jadi tidak jelas namanya apa langsung ke langkah-langkah. Itu kan ada data triangulation, triangulation technique, salah satunya itu ya. Nah, itu namanya apa, method triangulation, source triangulation, theoretical triangulation, atau investigated triangulation, makanya kamu kutip dulu itu triangulation kemudian kamu pilih salah satu. Firstly provide a quotation related to triangulation technique of collecting the data, there are four technique in collecting the data and you can choose one of them. Jadi sebutkan dulu nama takniknya baru aplikasi. Kemudian terakhir, technique of analyzing the data, actually there are steps of technique in analyzing the data from Miles and Huberman that there is commonly used in qualitative research, it's almost singular the one that you have to represent the step in analyzing the data. Use Miles and Huberman technique of analyzing the data rather than you use your opinion to providing your opinion in step of analyzing the data. Jadi kalau ini kan langkah-langkahnya berdasarkan pengetahuanmu sendiri ya, collecting blablabla. Ini ada langkah-alngkah seperti ini dari referensi Miles and Huberman itu ada data reduction pengurangan data, data display sajian data, kemudian yang ketiga itu drawing conclusion. Jadi ketiga itu lebih valid ya daripada punyamu. So, **I suggest you to use Miles and Huberman's statement to analyze**

**the data including data reduction, data display, drawing conclusion.** Jadi di kutipan banyak ya itu. Teknik analisis data, daripada menggunakan itu pengetahuanmu sendiri daripada nanti jadi masalah. Yaudah itu ya.

L4 : Ok, thanks Pak M. **Some simple question, from the title here on song lyric why do you choose this one?**

S2 : **Based on my experience in subtitling class, Pak S ask the student to translate this song and I have some difficulties when I translate this song,** so I think how can the song translate I can think the song again. So, I just wonder how can like this so I analyze this song.

L4 : So, because based on your experience several opinion? **And then how to relate your opinion that perception in this research because only your perception?**

S2 : When I translate this song I just this song the meaning is this... **I never think the technique are used and how the aspect and then when I analyze this song** when I analysis the data in the technique I need linguistic comparison this to make the sentence more simple and I just use this technique, so I think why I never think it before.

L4 : Yes, because it simple, so you choose this data. Actually, you can share information for simple, this data is unique. I mean to give your reason why you use this song lyric. Example, song lyric offers something unique. So, not only your perception, because to translate this song lyric you have to give your reason related to the research. Ok, and then Tangled Movie, **why do you choose Tangled Movie?**

S2 : **Because this song is ost. Tangled Movie, so I continue...**

L4 : Ok, continue your reason project? Actually no specific. Then, problem statement, so you have two research question, what and why. You know in research you have to found it the question of this one, what, why, how. So, **is it only about "what" you will classify them? And then, what next? Is that enough to classify them?** Classify another question, how, and then why.

S2 : **(silent)**

L4 : Ok, the next one. It should limitation. From the background, and then problem statement in research limitation, I think you have to read your text book. I think it should background, limitation, problem statement, and then research gap. **Ok, this one in research limitation, how think you can limit in this part of data?**

S2 : **(silent)**

L4 : In this part of limitation. The data, what else?

S2 : **(silent)**

L4 : Ok you have the data, and then you analyze, and then I want you to do in this one limitation, the theory that you use. Example, the technique theory, translation technique theory by Moelina. Actually many kinds of technique, but you will use this theory. So you have to reason in this research limitation. **Next, page 24 Wikipedia, apa ini. Is it permitted to write Wikipedia in the research?**

S2 : **(silent)**

L4 : **I suggest to find another references, not Wikipedia because actually we can edit in the Wikipedia. Next one, how many previous studies you found?**

S2 : **Two.**

L4 : Only two? **From the previous studies what will you do after finding previous study?**

S2 : **(silent)**

L4 : **After you collected, what will you do?**

S2 : **Find the previous gap.**

L4 : **What are the differences the previous studies with your research?**

S2 : **In the first, she use technique not a synchronization, she also use qualitative assessment of translation and the next previous study from Bayu Aji, he analyze the music classifies, translation strategies and....**

L4 : **So, how many differences?**

S2 : **Not discuss about synchronization, so I take from the synchronization.**

L4 : **Ok. You write the differences?**

S2 : **(silent)**

L4 : **Have you written the research gap in this proposal? Have you? Yes? In which part in this page?**

S2 : **The last sentence.**

L4 : **The last sentence? Which one?**

S2 : **(silent)**

L4 : **Actually, I want you to write in a list, so make sure the reader will find easily which is the character. Easily find the comparison between your research. Ok, next chapter three I think, you said it is qualitative research. Do you know the definition?**

S2 : **Using the word...**

L4 : **How about the reference? How many lines you can write in the research? One, two, three, four, five. Five lines? Is it permitted?**

S2 : **(silent)**

L4 : **Ya, try to be revised. Ok, the next one, data source. So, how many data?**

S2 : **From this lyric.**

L4 : **Actually two types of the data, primary data and?**

S2 : **(silent)**

L4 : **..and secondary data. You use secondary data here or only primary data?**

S2 : **Primary, and secondary**

L4 : Which is the secondary? Ok, my question is you say that have primary data, so the definition first, **what do you know the primary data?**

S2 : **A major data...**

L4 : **A major data that you collect as researcher?**

S2 : **Iya**

L4 : And then next, secondary data. **Is there any secondary data in this research?**

S2 : **(silent)**

L4 : Secondary data is another data that have been collected after research, to support your primary data. It can be previous study, can be reference, it can be report. It called secondary data.

Write down here, I'm sure you use secondary data. Research instrument, because it is the qualitative research so **the main instrument is?**

S2 : **(silent)**

L4 : The main instrument in qualitative research is yourself. Ok, technique of collecting the data have been discuss. And then, the validation of the data, how you validate your data? I see something interesting here, the researcher with work face validity. **What is face validity? To validate someone face?**

S2 : **(silent)**

L4 : Ok, face validity. **Is it new one?**

S2 : **(silent)**

L3 : Maksudnya apa.

L4 : Ok, **what does it means face validity?** Or we validate someone face and then, give someone thing.

S2 : **I mean meet the validator and then discuss that.**

L4 : Ok. **Is it your theory?**

S2 : **No.. No.**

L4 : Ok, I think that's all, thank you. Pak S will continue.

L3 : Ok, how many things you have to revise? And then related your reason to your analysis. Actually, you are already known, but why you mention your personal reason, that's not important for us, it's not important for the reader also. You pay attention the characteristic the dubbing, limitation, and then you pay attention the character song lyric that is dub. There is interesting thing that you have to mention, not personal reason. Not continue your project from subtitling class, not like you got new things that you have taught before, is not something the aspect you say or do write down on your paper, but you can tell to your mom or friends. And then, the questions like Pak R and Pak M, probably you can combine the second question ya, the translation technique and dubbing synchronization used by the translator in translating blablabla. In the second one you can focused on how do the technique and dubbing synchronization impact or give impact to for example the accuracy of the translation. Gimana ini ngaruhnya teknik dan jenis singkronisasi yang digunakan terhadap akurasi dari terjemahannya. Menyesuaikan ini, question and the object nya kalimatnya nanti menyesuaikan. And then, page 38 have been pointed by Pak R, so you took synopsis from Wikipedia. Actually for the synopsis you can write down your own synopsis there, like Pak R said in Wikipedia everyone can put something there and you can delete something, add something. Synopsis can take from official website or probably you can write down your own synopsis. Then, read a book and pay attention the citation or something and the arrangement of the item you can write also. I think that's all Pak R.

L4 : Ok, thanks Pak S. Ok, we came to the last agenda, **so based on the score given from the examiner, you can continue and pass the examination, congratulation, and you have to revise it before you continue.** I think that's all. Let close the examination by saying hamdallah together.

All : Alhamdulillah...

L4 : Thanks, wassalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

### TRANSCRIPT 3

Date : March 9, 2018  
Time : 10.00 – 11.00  
Examinee : Student 3 (S3)  
Locutor : 1. Locutor 1 (L1)  
          2. Locutor 2 (L2)  
          3. Locutor 6 (L6)

L1 : Bismillahirrahmanirrahim. Asslamau'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

L1 : Thank you very much for the examiner Pak L and also Bu U. As usual Nina, you have to recite the Holy Qur'an first. When we find that you are missing reciting the Qur'an, so we have to reschedule our examination. **Open Surah Al-Kahfi ayat 1-10!**

S3 : **(reciting the Holy Qur'an)**

L1 : **Louder, please!**

S3 : **(continue reciting)**

L1 : Wes, ra iso.

L1 : Ok. So, on the munaqosah examination you have to be able to recite well. Kalau di sini bisa ditoleransi, nanti langsung di cancel ya. And now, **you have to present what you are going to do on your research. Do not read the proposal, but you have to explain the most important one!** I'm sure that you know what is the important one, and what are not important.

S3 : Assalamu'alaikum wr. wb. **I'm NM and now I will explain about my proposal thesis entitle "An Analysis Translation Technique in Tembang Macapat from Javanese to English"**. In this research I analyze the translation technique in lyric Tembang Macapat from Javanese to English. The data was taken from website Gamelan Solo, and Tembang Macapat has made room the rule, so in Tembang Macapat has rule Guru Wilangan, Guru Lagu, and Guru Gatra. The kind of Tembang Macapat are twelve form, Mijil, Maskumambang, Asmaradhana, and others. And then, I use technique translation by Molina and Alvir.... (silent)

L1 : Emm.... Piye kuwi?

L2 : The method. **Explain the method. How you collected the data.**



S3 : The data from website Gamelan Solo, and then there are Javanese version and English version. Javanese version has a rule, so I analyze the English version that will be change or not and I make a table data code. To analyze the data I use Spreadley method, there are domain, taxonomy, and componential. In domain analyze the differences data and non data. The data is lyric Tembang Macapat from Javanese to English and the taxonomy analysis I make the data code and the componential I make the table.

L2 : That's it?

S3 : Ya..

L1 : Wes to? Ok, can you show me the example of the translation?

S3 : In the background the example “Lamun sira madek narapati” and then translated “when you'll became a king”, “narapati” this is..

L1 : Maksute?

S3 : Ini kan saya nulisnya “My Lord” meaningya “My Lord”, tapi “Narapati” itu yang bener “Young King”.

L1 : Young King. Pangeran?

S3 : Pangeran

L2 : Narapati itu kan tidak selamanya pangeran. Narapati itu kan Raja muda.

S3 : So, I use translation technique..

L1 : So, is it the translation result?

S3 : No. Only translate.

L1 : What is the function of this one? **What is the function of translation?**

S3 : **May be to show the other people..**

L1 : You mention that the song must be sing-able. Ada pernyataan disitu, the first page. “The song must be sing-able” so the translation must be.... And then when you think that it is not to be sang and then what is the function of the translation? When the function is different from the usual translation of a song lyric, and then I think the consideration in translating the song lyric will be different from this one you mention on your theory, you mention there are prosody, etc. So, **what is the use of prosody when translating the song for understanding content?** Is there any consideration to keep the synchrony between the rime and also..... Ya ada rime nya terus ada syllable nya dan sebagainya.

S3 : **I think it's so difficult because Macapat has a rule, so.....**

L1 : That's why it is about the rule in the real culture and then it is translated into other culture whether the culture will be adapted to the new culture follow course culture. Disana itu solusinya gimana? But when the translation is to have the reader to know the meaning of the lyric, I think it will be different. And then song translation is usually discussed by Andrelle Febian and also Basmed, tapi ini tidak ada.

S3 : Punyanya Jacobson.

L1 : Itu yang poetic translation dan sebagainya ya. Terus tekhniknya, and then **do you use the technique of Moelina and Alber?**

S3 : **Ya...**

L1 : **Tapi cocok?**

S3 : **Ya. Moelina and Alber biasanya itu kan kayak lebih menganalisis ke unitnya, jadi saya nganalisisnya dari word to word.**

L1 : **How Moelina and Alber answer the counting of the syllable?**

S3 : **(silent)**

L1 : You present this one, there are six lines, four lines, etc. And then, Moelina and Alber considered that thing in the technique, **how will you analyze by using Moelina and Alber this one?**

S3 : **I analyze word to word.**

L1 : Ininya.

S3 : Oh, ininya..kayak the rime, prosody nya. Kalau prosody-nya saya itu Mom lebih ke per baris, jadi nanti ada kayak gini. Itu di lost and gain-nya.

L1 : **Contohnya ndi?**

S3 : **Contohnya ini tadi, “Lamun sira madek narapati” kemudian di translate kan “when you became a king”. Kan itu caranya “ la-mun si-ra ma-dek na-ra-pa-ti” itu kan 10-I, kemudian “when you be-came a king” itu jadi 6-i**

L1 : When you analyze like that and then “lamun sira madek narapati” kan dinyanyikan, kan itu dihitung silabelnya, tapi in the translation, the objective of the translation is only to explain the meaning of the lyric. **Ketika kamu menghitung ini, pengaruhnya apa?**

S3 : **Di lost meaning-nya. Jadi nanti kalau...**

L1 : Lost meaning kan lebih ke konten. Ketika kamu menghitung ini, *sing* Mijil misal e the first line, there are changes on syllable, dari misalnya 7 menjadi 5, terus

*sing* berikutnya, dari 6 menjadi tetap 6, dari 8 menjadi 9. **La terus maknanya apa? Impactnya pada ini apa yang the new translation?**

S3 : **Form-nya berubah.**

L1 : Di luar meaning-nya, on the prosody course. Because the translation is not same. **Ngitung prosody-nya itu ada impact atau tidak?**

S3 : **(silent)**

L1 : **The changes on the syllable will changes what aspect?**

S3 : **Ya itu Mom, meaning-nya.**

L1 : Di luar meaning. Saya ngomong di luar meaning

L2 : **Prosody kan headlines untuk di nyanyikan atau di puisikan. Apakah analisis dengan sebuah prosody itu perspektifnya berubah yang semula yang aslinya itu bernyanyi diterjemahkan jadi tidak bisa dinyanyiin tapi prosody-nya tetap ada. Kamu tau prosody-nya kan?**

S3 : **Iya. Ya akan berubah**

L2 : **Ya dikasih contoh Bu L nya!**

S3 : **Ya contohnya ini tadi**

L2 : **Contohnya ini lho Mijil. Mijil itu unsur utamanya apa. Kalau Asmaradhana kan menceritakan tentang percintaan, nah Mijil itu apa. Setelah di terjemahkan perubahan khusus itu akan mempengaruhi nuansa dari Mijil tersebut.**

S3 : Kalau Mijil itu kan karakternya untuk teaching...

L1 : Ya maksudnya terus kamu sudah baca ininya to, the result of the translation, the full translation of Mijil, Gambuh, Asmaradhana. **What can you catch from your brief analysis?**

S3 : **The different syllable and the different rhyme and then from the result, meaning-nya juga bergeser. Contohnya ini “Yayu wekas inga” itu kan di translate In “my brother asking me”. Kalau di Indonesia-in itu artinya jadi “kakakku berpesan kepadaku” tapi pesannya ini kayak pesan yang terakhir gitu, pesan terakhir dari kakakku, bukan “asking me”, kayak pesan terakhir bisa ke “legacy kalau enggak decision” tapi ini di translate in menjadi “asking”.**

L1 : **And then kuwi *sing* the translation is correct or not?**

S3 : **No.**

L1 : **And then what should be?**

S3 : Ya itu tadi. **It should be “the decision of my brother to me”**

L1 : **Maksudnya?**

S3 : **Jadi pesan terakhir dari kakakku untukku.**

L6 : **Decision, pesan terakhir?**

S3 : **Iya.**

L2 : Wasiat.

S3 : Iya, wasiat gitu.

L1 : And the translation is underlying the message or the prosody. I think based on your explanation, there is missing on the meaning and also the prosody. **What can you conclude based on this one?**

S3 : **May be the translator not read all of Tembang Mijil, and then they can't translate Tembang Macapat**

L1 : Masalahnya itu tadi, *sing* diomongke Pak L, Asmaradhana kuwi fungsinya untuk apa, Mijil untuk apa, itu kan harus tau.

S3 : Iya.

L1 : And then, nanti dilanjutkan Bu U. Ini untuk yang the presentation, the explanation the blow of the information background I think you have to revise on the first paragraph you talk about translating song lyric and then the second paragraph, you jump into lost and gain, but you haven't mention before what make it lost and what make it gain something in the translation. Maybe you have to explain that in translating a song lyric there are different objective. The translation will be sang or not, and then what synchrony is the rhyme consideration. Yang mau dijaga itu singkroni yang mana, apakah yang kontennya atau yang style prosodinya. Kemudian ini juga kamu belum menjelaskan why you are interested translating Tembang Macapat? Padahal ya cukup sulit juga. Jawa dibawa ke Indonesia saja banyak yang missing apalagi ke bahasa Inggris. Kemudian chapter 2 juga mesti diperbaiki, ada beberapa yang kurang, and then on bibliography mbolak-mbalik ya. Bibliography-nya itu please be careful in citing and also writing the list of bibliography. Jadi when you are citing article or other works you have write on the bibliography or when you write on your bibliography, the citation must be on the body of you are research report. Jadi ada beberapa yang salah. Di cek ya. Jangan mengambil satu artikel ada referensinya terus kamu ambil. Sudah Bu.

L6 : Thank you Bu L. Emm...probably it's almost same with Bu L have mentioned before, so you have a lot off concern of this. So, **how many Tembang you will recount?**

S3 : **11**

L6 : That's 11? Wonderful. **And then the translation you take from?**

S3 : **Website Gamelan Solo**

L6 : **Do you know the translator?**

S3 : **Ya.**

L1 : **Is it official website?**

S3 : **Ya, I think. And the translator is Rosla...**

L1 : No. I mean the website. **Official website? Official website or html?**

S3 : **(silent)**

L6 : You know the translator, you can assess her atau him. You can talk, you can chat. No? I think it will very much challenging and very much hard work you have to do letter on with 11 Tembang over there and this is Javenese you know like Javenese we have level over there something like that, and this is how it's like poetry and then very condense the things we always talk whenever we are trying to translate song whether it is to be song or not. You have to consider that also here, but **then your approach is apa ini namanya..**

S3 : **Like to analyze**

L6 : **Whose there you are going to use?**

S3 : **(silent)**

L6 : Not technique ya. I know that the technique Moelina and Alber I don't know whether is suitable or not with this song, the concept of song itu lho. But you are very sure about it

S3 : Kan kayak analyze word to word

L6 : I know that you analyze word to word, but the things we consist that whether Moelina and Alber really designed their theory to work with song. That's the thing have to think about. Karena semua satu angkatan kamu ini semua pakainya Moleina and Alber begitu loh, mau pake subtitle, mau pake song, mau pake translation biasa tu semuanya Moelina and Alber. Itu masalahnya, bukan karena kamu mau fokusnya word for word begitu. Tapi apakah itu Moelina bisa dipakai subtitle, apakah bisa dipakai di interpreting, apa enggak kan. The things that you have to consider is that thing. Unless Moelina and Alber indicate that their works may be used for this kind of thing. You can state that one. Analyzing the data you use Spredley? **Can you tell me a little bit about how would you analyze?**

S3 : **The domain analysis is the lyric Tembang Macapat, and then the taxonomy..**

L6 : **What is taxonomy?**

S3 : **Taxonomy is the way the researcher to analyze.**

L6 : **Piye? How is your way?**

S3 : **Jadi, I made data code, so the technique there is word ww is translated word to word**

L6 : **So, 11 songs. How many words are there?**

S3 : **Banyak. Ini Mom**

L6 : **So, the example like your example on the background over here. This one is also your data?**

S3 : **Ya.**

L6 : **This one?**

S3 : **For the example “narapati”**

L6 : **What do you give example if I ask you to analyze “lamun”? I want you say about “lamun”, “narapati” what is in English?**

S3 : **Young king.**

L6 : **Young king. Raja muda?**

S3 : **Iya.**

L6 : **And then you translated into “a king”. That’s wrong, you think it’s not suitable.**

S3 : **No.**

L6 : **Oh, you not comment on that?**

S3 : **This is the technique generalization.**

L6 : **Ow, the technique is generalization, then?**

S3 : **Then, so this is word “narapati” word translated into “a king” and the phrase.**

L6 : **Ok, and then “see” what is “see”. “See” is clause? So you have your data clause also, not only word? You mention you only analyze word, that’s why you use Moelina and Alber.**

S3 : **Ya kadang kan ada yang kayak “narapati” ini tadi terus di translate-kan jadi phrase.**

L6 : **Iya, tapi basis nya word ini kan?**

S3 : **Iya. Jadi kayak gimana ya Mom..**

L6 : Aku nggak ngerti gimanamu. Because you state nanti kalau unit analisis kamu will be word gitu loh. Jadi word to word, word to phrase, word to clause, word to sentence that make sense for me. But **then in clause meaning in your analysis will be in the form of clause?**

S3 : **Ya kalau ada ya gitu Mom. Jadi gak Cuma word**

L6 : **So you are not answer about unit of analysis?**

S3 : **(silent)**

L6 : You shock me. **Lah gimana, maksudnya unit analisisnya ini apa gitu. Kalau memang kata kan berarti ini gak ada to yang di depan clause ini atau gimana?** Nggak ngerti saya juga.

S3 : **Analisisnya ya dari kata dulu kemudian kalau ada..**

L6 : **Ok, give me example of clause from your eleven songs!**

S3 : **Belum nemu sih**

L6 : Hah! Polos banget. And then for example ini Mijil, kalau word ini tekhniknya literal, word to word to means jumlahnya dua? **So letter on you will only the idea like measuring you will not talk about the impact like Bu Lilik ask you, Pak Luthfi ask you to think also**

S3 : **The impact-nya kayak itu tadi Mom, meaning-nya berubah apa enggak.**

L6 : That's it? So, **the meaning is changes, prosody is changes, that's it?**

S3 : **Ya**

L6 : **I think you can go more than that.**

S3 : **So..?**

L6 : **Ya deeper, not only presenting like the meaning is change, the prosody is change also because of certain technique I think you can go deeper like the purpose of song probably change and then for example currently song for example.**

S3 : **Tapi bukannya kalau meaning itu nanti juga ke purpose of song?**

L6 : I have to research on that. I cannot say anything. You have to make it a little bit evidence so that I can say that one.

S3 : **Jadi nanti kan kalau meaningnya berubah otomatis nanti purposenya juga bisa berubah.**

- L6 : I don't know, you have to make evidence
- L1 : **Purpose dulu atau meaning dulu?**
- S3 : **Purpose**
- L6 : Loh..
- S3 : Meaning
- L1 : Purpose in translating.
- L6 : Purpose of the song dia bilang.
- S3 : Purpose of song
- L6 : **Mijil jadi education, ya kan?**
- S3 : **Iya.**
- L1 : **La perubahan e opo terusan?**
- S3 : **Kalau seumpama nanti meaningnya berubah nanti kan purposenya juga berubah.**
- L1 : The purpose of the song lyric impact or influence the choice of syllable and then prosody. **Kalau bedanya Mijil dengan Asmaradhana apa?**
- S3 : **Kalau Asmaradhana tadi asmara**
- L6 : Kan Pak L tadi yang bilang
- S3 : Iya emang gitu
- L1 : **Asmara kan wujudnya that is romance, itu wujudnya apa?**
- S3 : **Asmaradhana itu bisa love character**
- L6 : Maksudnya ngene lho, **Mijil itu adalah untuk pendidikan?**
- S3 : **Nasehat**
- L6 : Ya, nasehat. Mungkin ke bentuk sentence apa itu berpengaruh? Kemudian ke intonasi. Nah kalau Asmaradhana cenderung mendayu-dayu tapi kalau Mijil itu cenderung pakek mars misalnya, apa begitu itu? **Kuwi mbok analisis ora?**
- S3 : **Enggak**
- L1 : Lha...
- L6 : Dengan pakai teknik lost and gain
- L1 : Lha terus nek kamu ngomong hasil translation will change the purpose of the song, **changing-nya dimana?**



S3 : Di missing-nya

L1 : *Sing* Mijil iki setelah diterjemahkan dadi Asmaradhana ngunu?

S3 : Enggak sih

L2 : Ada kan ngomong pentathlon principle. Kalau menggunakan pentathlon principle itu yang nganalisis tau, jadi terjemahannya itu cenderung dia itu bisa dinyanyikan atau tidak. Ending dari terjemahan lyric-nya kan seperti itu. Seumpama Mijil, Asmaradhana berarti nasehat percintaan. Ending-nya itu to, walaupun ada perubahan kan asumsinya kalau “narapati” tadi mungkin ketukannya sama apakah ada asumsi bahwa itu memenuhi. Kalau Mijil kan 6 ya, 6 ketuk to wi

L6 : Kamu nanti pakai ketukan nggak? Mempertimbangkan ketukan nggak? Jangan-jangan enggak tadi.

S3 : Enggak

L6 : Lho enggak Pak

L2 : Kan ada 8-a, 8-i gitu to. Berarti kalau di terjemahkan *guru wilangan*-nya juga bisa berubah. Kalau *guru wilangan* berubah apakah bisa kita asumsikan bergeser sedikit dari yang seharusnya ciri Mijil itu *guru wilangan*-nya 8-a itu ada ciri untuk nasehat terus tiba-tiba diterjemahkan dia nggak sama tapi cenderung dia ketukannya syllable-nya itu 7 Asmaradhana. Apakah seperti itu bisa disebut bergeser. Begitu lho yang ingin ditanyakan Bu L seperti itu. Kamu harus menjawabnya. Apakah yang bergeser seperti itu. Kalau yang bergeser tujuan ya nggak mungkin, kontennya aja nasehat kok mosok ganti jadi percintaan. Kalau bergesernya prosody bisa. Prosody itu prasyarat pemaknaan sebuah tembang, la itu mungkin bergeser.

L6 : Ya ini pokoknya itu sangat challenging terus butuh work hard very very hard begitu ya. Apalagi 11 songs itu kemudian nanti you have to sering-sering ketemu supervisor to talk about it. Technique of collecting the data haven't mention technique collecting of data, so it become a homework for you and the next thing is the form of your data, **what are the form of your data?**

S3 : (silent)

L6 : **What are the form of your data?**

S3 : **The lyric**

L6 : The lyric itu formnya? You haven't read all about it so you don't understand about your data. And then validation the data, **what are you going to do with validation your data?**

S3 : **Validator is from...**

L6 : No, I mean

L1 : **Validatornya siapa?**

S3 : **Validatornya dari UNS.**

L1 : Siapa itu?

L6 : We don't talk about the place

L1 : **Bidanganya?**

S3 : **Bidanganya sastra jawa. Dia pernah memenangkan International Festival Karawitan and then Gebyar Budaya in UNPAD di Bandung.**

L6 : **Mention first the kind of your technique to validate your data.** Ya, thank you Pak L.

L2 : Ok, I think we need to somehow taken your mind to do it, strengthen is everything here.

L6 : Tapi ini bagus lho, nanti kalau ada yang mengikuti selanjutnya translate song itu udah punya patokan gitu.

L1 : Ok, NM. It's very difficult for you, and very challenging. **You deserve to continue your research. Congratulation to you and you may work hard.** Thank you very much. Wassalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

## TRANSCRIPT 4

Date : March 15, 2018

Time : 11.00 – 12.00

Examinee : Student 4 (S4)

Locutor : 1. Locutor 1 (L1)

2. Locutor 3 (L3)

3. Locutor 6 (L6)

L3 : Bismillahirrahmanirrahim. Assalamu'alaikum wr. wb.

S4 : Wa'alaikumsalam wr. wb

L3 : We are going to have thesis proposal seminar by MH. There are several agenda, the first one is reciting Qur'an. The second you have to present your paper.

L3 : Jump to the first agenda, reciting Al-Qur'an. Bu L, monggo.

L1 : **Al-Baqarah ayat 21-25!**

S4 : **(reciting the Holy Qur'an)**

L1 : You have to teach HS to recite well

L3 : **And you have 10 minutes to present your paper.**

S4 : Assalamu'alaikum wr. wb.

All : Wa'alikumsalam wr. wb

S4 : **My name is MH and today I will explain about my proposal about "The interpreting strategies of court interpreter in Jessica's case on March 29<sup>th</sup> 2016".** My proposal analyze a strategies of court interpreter on Jessica's case. The proposal analyze the cross language between the expert from Australia and because of court be held in Indonesia so the language must use Indonesian as the many language. So, court need an interpreter to translate the cross language between English and Indonesian. The relation about focus on the conversation from English to Indonesian. This proposal also analyze the strategy of the interpreter and also how the interpreter repeat if there are some mistakes when the interpreter interpret the cross language between English to Indonesian. This court use consecutive interpreter. That is consecutive is when the speaker, the expert Witnes who is use English speak first after the speaker and the conversation the interpreter translated into Indonesian. I think that's all.

L1 : **That's all?**

L3 : **You still have 9 minutes.** Ok, you think that's all, and we move to the next agenda, Bu U.

L6 : Ok. Thank you Pak S.

L1 : **Catat..Catat!**

S4 : **(siap-siap untuk mencatat)**

L6 : Ok, Huda. This is not something new for me because whenever we have situation... but I still don't really see is that the reason you choose this one and when it happened, this is 2016 and now 2018. So, **why did you choose it? Why don't you choose another?**

S4 : **Because in that year, this case is booming.**

L1 : **That's not the answer.**

S4 : **Because when I went to the library, when I looking for some journals, proposal from another, I just found one proposal that explain about interpreting in this university, so I just to take this one.**

L6 : **I see is quiet interesting something new, right?**

S4 : **Yes..**

L6 : You say that probably is that what is Jessica fight on day that. Whenever you said "Umi what is". You also have to state whenever you choose something to be subject as the research. And then the next is you have problem statement, the one is strategies but you talk nothing about strategies on your chapter two. Right?

S4 : Yaa..Kelewat.

L6 : Kelewat? Oh My God!

L6 : You talk about strategies, but I cannot find anything about strategies. And then your second problem statement is quality.

S4 : How interpreter make their mistakes.

L6 : I don't know it. It's quiet wonderful thing, but **why do you think have to talk about it after you for the example, classify this strategies the interpreter use and then you want to see.. Why?**

S4 : **Because I follow Jessica's case.**

L6 : **You follow the case until now?**

S4 : **No. I just follow from the television.** I understand some of history, so I interested to the interpreter because when I saw the court I found that the interpreter make a mistake. So, may be one day if I became an interpreter or may be someone

want to be an interpreter, from the explanation about how interpreter repairs they will not be confused how to repair their mistake.

L6 : **Ok. You have the data, right?**

S4 : **Yaa..**

L6 : **How many times proximately the interpreter with their, the mistakes?**

S4 : **Five.**

L6 : **Five only?**

L6 : **How many data that you have?**

S4 : **(silent)**

L6 : **Berapa kali to sidangnya Jessica? How many times? Only one?**

S4 : **Itu 2 jam lebih. Saya baru setengahnya dapat sekitar 80. Belum ada setengahnya.**

L1 : **Repairing-nya?**

S4 : **Repairing-nya baru 5 itu.**

L6 : Probably all around you have to consult to your supervisor regarding to your second problem statements. First is not ready up, you should think about this one probably we want talk about this, it should be about the something “Umi, Jessica, or another”. Then the next things, about your data. What are the form of your data?

S4 : **Excuse me?**

L6 : **What are the form of your data? Every utterances?**

S4 : **Every tongue.**

L6 : **What kind of strategies? Can you provide example?**

S4 : **When the expert finish said can be produced after that. The interpreter translated into “sianida dapat terbentuk di dalam tubuh setelah kematian karena perubahan yang terjadi dalam tubuh”.**

L6 : **Which one is the edition?**

S4 : **The edition is “karena perubahan yang terjadi dalam tubuh”.**

L6 : **Ok. So, the thing I want you to do that make sure the focus on your strategy itu. The example this one, I don't know with the there's no sign, you have to underline or bold the one of there's your research. And then, the things sebelum saya lanjutin, who transcribe this?**

S4 : **Me.**

L6 : You? And **you don't ask somebody else to just whether your transcription is correct or wrong?**

S4 : **No.**

L6 : No? Wonderful! Look at this example! **“Cyanide can be produced” is that correct or wrong?**

S4 : **Wrong.**

L1 : **Wrong-nya dimana?**

S4 : **Produced.**

L6 : This thing. **You have to be careful! So, I suggest you all around to ask somebody else to validate your transcription is correct or wrong.** Or otherwise somebody else off course you have to pay more do this transcription. Make sure this transcription is correct. You have to add the strategies on chapter two. And your chapter three, state your data here on page 20 and then your source of the data you take from Youtube, right? So you have to make line in the link, and date, and should be completed. Also make your limitation, how talk about your strategies, and then research instrument. I haven't see anything about the research instrument because sometimes you only take somebody without giving like the expert mentioned that one. You have to be careful. I believe that you have very bad way of writing bibliography.

S4 : **Yes.**

L6 : And also you have to state, who is your researcher instrument. You haven't mention about this, and technical collected the data it always happens happens happens selalu. It seems like student don't understand what is means of collected the data, so they are basically some of collecting technique of the data like observation first and then interview blablabla. Which one do you used? You mention Creswell blablabla and then you also observation what will you observed. You want to use interview, who will the one that you are going to interview and what kind of interview you want to do? It should be clearly ya. You mention like the research observation documentation but like what in detail. Have to say that one. And then, technique of analyzing the data you miss that one, jadi kamu tidak akan menggunakan analisis data ya? Gak ada soalnya disini. Last but not least, validation the data, you mention about it. Thank you, Pak S.

L3 : Thank you, Bu U. Then, I suggest you to have the official transcription for you get in the internet or the.. because I'm afraid like Bu U said when you translate it by yourself like in page 7 we don't know the context here, it is generally receipted that so many types there approximately “2,9 mg for kg wit” kemudian

diterjemahkannya itu “2,9 mg/kg” terus di revisi itu **maafnya itu maaf karena menambahkan di witness-nya atau dia salah menginterpretasikannya atau bagaimana?**

S4 : **Ini karena salah menginterpretasikan.**

L3 : Ya. Misalkan disini “per” disitu kalau dia bilang “per” ya ditulis “per”, jangan garis miring. Kalau itu kan 2,5 mg atau kg. Jadi benar-bener dituliskan apa, 2 nya juga harus ditulis 2.9. **Dia bilangnyanya apa?**

S4 : **Two point (2.)**

L3 : **Two point (2.)? Terus interpretasikannya 2, ?**

S4 : **Iya.**

L3 : “Per” atau “atau” kan jelas.

L6 : “Emm...” “Aaaa...” itu juga harus kamu tulis.

L3 : Iya, semua. Semua yang berbunyi di situ. Itu kana ada maknanya juga. And then the second one, repairs.. So many repairs you found. Hopefully that after you have looked thoroughly to the data you find more repairs have only 5, then I’m not sure that you can to the next step. And then you say that you interested here because it’s booming at that time, what things or example and trigger you first to get interested in this one? Probably just want to take this thesis related to Bu U. **What things that trigger you?** This is interesting news.

S4 : **Emm... Because..**

L3 : Rather than the other cases, yaa.. The real example that trigger you focus on this thing.

L1 : What kind of translation is it?

S4 : Yes, Mom.

L1 : **What kind of translation is it?**

S4 : (Silent)

L6 : There is simple question.

S4 : **Legal.**

L1 : Naah.. Harusnya kamu jawabnya dari situ. Because this event is rare event.

L3 : Karakteristiknya apa dari legal yang bisa dibahas, ya.

S4 : (Silent)

L3 : And then, **is there any previous study that you use as references?**

S4 : **Yes.**

L3 : Yes? **Which one that you sure the previous study?**

S4 : Emmm....

L3 : What page?

S4 : **Emmm... From Wiguna.**

L3 : What page?

S4 : (Silent)

L3 : **No previous study? Kelewatan?**

S4 : **Ya Pak.**

L3 : Ok. You should include the previous study and also you have to explain with the position you are. I mean the gaps between previous studies that you use and the novelty of your research. So that we know which one you have refer, which one that you compare with your research, what are the novelties of your research. **Punyanya siapa previous study-nya?**

S4 : **Wiguna.**

L3 : **Satu saja?**

S4 : **Sama Elimy Kelson.**

L3 : **Apa yang dibahas itu?**

S4 : **Kalau di Wiguna itu tentang strategi di simultaneous, kalau Emily Kelson itu juga sama court interpreter tapi dari bahasa Swiss ke Inggris.**

L3 : **Terus yang beda dari itu?**

S4 : **Yang Emily Kelson itu tidak membahas strategi sama...lupa.**

L3 : Dari situ kan jelas strategi nya apa, tentang apa-apa dan punyamu itu yang belum dibahas di previous study apa. Ini belum ke print atau memang...

S4 : Belum.

L3 : Belum di ketik?

S4 : Iya.

L3 : Kalau belum di print kan halamannya yang keliru, la ini halamannya sudah bener.

S4 : Dadakan pak.



L3 : Dadakan? Lo kan sudah berjalan lama. Ok, that's all.

L1 : You have many notes. I considered your ages. I don't want to have students like Rendi, etc. So, I permit you. Most of students having examination. Kan sudah metopen, mata kuliah translation, research tapi masih begini. Ok, have no idea.

L3 : Ok, and you've got scores given by examiners. **You can continue with your research with all revision and major revision.**

L1 : But I think better than before because he write..

L3 : Alhamdulillah you can continue your research. Be not celebrate too early! Thank you very much and let's say "hamdallah" together.

All : "Alhamdulillah"

L3 : Thank you very much, Wassalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

## TRANSCRIPT 5

Date : March 15, 2018

Time : 12.00 – 13.00

Examinee : Student 5 (S5)

Locutor : 1. Locutor 3 (L3)

2. Locutor 5 (L5)

3. Locutor 6 (L6)

L3 : Bismillahirrahmanirrahim. Assalamu'alaikum wr. wb

All : Wa'alaikumsalam wr. wb

L3 : Bisa konsentrasi? Sudah jam 12 keatas.

S5 : Iya.

L3 : Ok, semoga. So, we are going to have several agendas, the first thing is reciting the Qur'an. Pak M please!

L5 : Ada Qur'an nggak? Buka Surah Yunus ayat 40-45!

S5 : (open the Holy Qur'an). Ayat berapa pak?

L5 : **Ayat 41 aja. Ayat 41-45.**

S5 : **(reciting the Holy Qur'an)**

L5 : Generally you have to make a standard for examination reciting the Holy Qur'an at least for this proposal seminar. **However you have to speak up in reading the Holy Qur'an for prepare the munaqosah, you have to improve in reading the Holy Qur'an.**

L3 : Thank you Pak M. **The next you have to present your paper.**

S5 : Assalamu'alaikum wr. wb

All : Wa'alikumsalam wr. wb

S5 : **I will to present my thesis, the title is "Transcreation of English song see you again by Wiz Khalif to Javanese song Nelongso by Gamelawan".** There are many kinds of text that can be translated into the target language, short text, movie script, song lyric, comic, novel, etc. There are many people like listening music and many song lyric translate into many languages. In other that, the listener could understand the meaning of the song. According to (@#/\*) lyric are written as a form of interaction between the writer and listener. Most of the time, they carry

a message with the purpose of motivating the listener at least to think about that. Then, song can be give motivation of the listener. And the researcher use song of lyric as a subject to be analyzed because there are some difficulties in translating lyric. Song in sometimes could not be known each other. Several studies state the issue of song transcreation. The find of transcreation is affected marketing material and the creative text such as book and literal book of translation. The problem will appear with ability of translator lyric song that not enough in translate. It is usually translated lyric song many wrongs in translation. In translation has been translating as a product. Usually translation has a difficult the meaning of translation. In the difficult of translator when concept of the source language do not exist in the target language. According by (@#/\*^), clarification of the song lyric text in the process of translation. In this manner, gain change in the better language. Gain also on the relative expressional abilities of language and the creative of the translator. Lost is result, because there are no to leave language that can have the song culture. The suggest is that there are culture concept which are unique to specific language. Moreover according to (@#^/>\*), meaning in the target language result from target language is different. It means that in translator a text become lost from different language. In other according to (@#/\*^>), culture translate to several categories it may be classified as ecology material culture, social culture, organization, activities, procedure, concept, gesture and habits. In my research I will take data from song cover Nelongso by Gamelawan, because they are music group like cover song foreign countries, their song change the lyric song to Javanese. Gamelawan is not only cover “when I see you again”, they are also cover like Marshmellow, Allan Walker, The Chainsmoker, etc. The song Nelongso by Gamelawan first published on 15 February 2016, the video song watched almost 3.681.424 viewers. The responds from the viewers are sweet because they think Gamelawan is unique and creative to cover song. The problem statement, what are the intrinsic element of the original song are used in the transcreation in translation. What a lost and gain from Javanese song Nelongso to English song See You Agai. I use the theory from (@#/>\*) and from the theory to analyze song localization and find three on song localization.

L3 : Wes to? Ok, thank you A. Next time for Bu U.

L6 : Thank you Pak S. **Don't you think need something to write kind of anything?**

S5 : (silent)

L6 : Transcreation of English song. My first impression is very interesting topic in your knowledge, but my first comment is that it is awful writing, it's very bad writing. It makes me very lack to see or to read more on this pages. If you still write down this way like one in Munaqosah, I don't think you will very hard time for you to write down this way, because in almost every page like in page 2 and many more you can find yourself. **The second is it only one song, do you think it's enough?**

S5 : **(silent)**

L6 : **How many data do you have?**

S5 : **44**

L6 : **That's enough do you think?**

S5 : **Yes.**

L6 : **Yes? Why do you only have one song?**

S5 : **I think one song is enough for my thesis.**

L6 : **Why do you think it's enough?**

S5 : **Because in lyric ada 44 data itu ... (silent)**

L6 : **How many lost and gain? You also talk about it, right?**

S5 : **Belum sampai situ**

L6 : **Sampainya mana?**

S5 : **Baru ini sih, baru...**

L6 : **English please!**

S5 : **Same data have any lost ...**

L6 : There are some data having lost only but there are another data having gain? But you have to think about your friends, kemarin yang Macapat. She takes all the songs in Macapat, so it's 11 in mistaken. And you just one, I don't know why. Usually when we are having like research and your data are under 100, we have to take all. Sometimes we also have like it is not case study you have viewer number of data, but this one is not case study, right? This one, it is previous study already talk about transcreation of song. You have previous study on transcreation, ya? **How many previous study that you have? Only one also?**

S5 : **No. two.**

L6 : Two? Ok. In that previous study, **how many songs do they talk?** Do they use in the research?

S5 : **Emmm.... Three**

L6 : Three songs? **And then you only one song?** Oh My God! You have to think about that one. Itu kan ada reef nya, right?

S5 : **Yes.**

L6 : **You still count the reef?** You still count different way? Yang pertama mbok hitung satu, misalnya, reef kedua dan selanjutnya.

S5 : **Iya saya hitung.**

L6 : Nah, that's it! You count it also you have problem. So, I want you to read more and then to the supervisor, probably you have to add the song, anything else. And then **why do you choose this song?** What here in this song, transcreate Nelongso.

S5 : **Because it is unique and...**

L6 : **Unique? How do you it is unique?**

S5 : **I watch the video...**

L6 : **You watch the video and then?**

S5 : And then...

L6 : You fall in love with the singer?

S5 : No. Videonya itu...

L6 : That video...

S5 : **Kalau yang di inggrisnya itu kan kayak serius gitu Mom, tapi kalau yang di Nelongso itu malah akhirnya...**

L6 : **Kamu jurusan apa to sebenarnya?**

S5 : **Ini, in video from English looks seriously and in video Nelongso it is fun.**

L6 : Then?

S5 : Di akhir video Nelongso itu kayak ada lucu-lucunya.

L6 : Terus? So what?

S5 : Ya itu Mom.

L6 : **It only happen on See You Again yang di transcreation into Nelongso?**

S5 : **By Gamelawan.**

L6 : Yes, I know. This kind of impression you've got whenever you watch See You Again, young impression is like very serious and then whenever you watch Nelongso, your impression is very fun, very happy to listen. It is only your feeling to choose your research?

S5 : No

L6 : No. So what?

S5 : In Nelongso kontennya...

L6 : Kontennya kenapa mbak? Berbayar? Can you provide me the example? So that we can see how you will do with this research, the data here probably that you can find from the song See You Again that transcreated into Nelongso. **Do you have any example here?**

S5 : **Ada**

L6 : **What page is that?**

S5 : **Ini yang saya jadiin contoh bukan yang See You Again tapi yang lain**

L6 : Lha kenapa? Kenapa kamu nggak pake yang itu, malah yang mbok urus yang lain. Yang kamu jadiin judul apa? See You Again kan? **Why do you choose another sources?**

S5 : **Ini juga yang cover Gamelawan tapi bukan See You Again yang saya taruh disini. Yang halaman 3 itu, for example the song What Do You Mean**

L6 : Which one?

S5 : (silent)

L6 : What Do You Mean, and then translated into Ngaku Mukmin. Terus apa? **Yang hubungannya dengan pembahasannya mana? Lost and Gainnya dimana?**

S5 : (silent)

L6 : Ini sama aja you only write down See You Again translated into Nelongso, tht's it in the end of the story, you and me end. So, **how can we know what you are going to do next in this research?**

S5 : (silent)

L6 : For example See You Again translated into Nelongso, **the problem statement number one is?**

S5 : **What are the intrinsic element of original song**

L6 : **The intrinsic element of original song itu apa?** Do you mean by this?

S5 : **Maksudnya in music emm...**

L6 : **What intrinsic element of song?** I never see before. Intrinsic element as far as I know like plot gitu-gitu, do you mean that one?

S5 : **Kan kalau di elemen itu ada lirik, music sama visualnya itu Mom.**

L6 : Lyric, music and visual.

S5 : Tapi saya lebih ke liriknya. Maksudnya nggak ketiganya.

L6 : **Do you talk about that one in chapter two?**

S5 : **Belum**

L6 : Nah. Terus hanya Allah dan dirimu yang tahu ya? So how we can understand this, intrinsic element of the original song. Ok, let say you have already to talk about it. See You Again for example, **itu jawaban untuk nomor 1 apa?** What the intrinsic element of original song are lost in this transcreation. Piye aku pusing.

S5 : **Emm...lebih hasilnya dari transcreation See You Again itu apa...**

L6 : Yes..Yes. Just apply, just apply. You know apply? Seperti kita mengaplikasikan eyeshadow dan segala macam. How? **How this one?**

S5 : **Lagu yang Javanese itu elemennya yang apa...**

L6 : Apa mbak?

S5 : (silent)

L6 : PR. Problem statement number two, what are the lost and what are the gain that you can get from the song. For example the title See You Again and it is transcreation into Nelongso, **what the element of this lost?**

S5 : **See You Again kalau diartiin kan bertemu kembali, kalau in Jawa Nelongso, karena...**

L6 : **What is being lost? Yang lost apa? Element apa yang lost?**

S5 : (silent)

L6 : **How will you judge whether is lost whether is gain? How will you see something is lost something is gain?**

S5 : (silent)

L6 : I think your research is still blur, like I don't know what will do you work. You know what I mean? So, it is a lot of means unclear of your research. You have to do a lot of things. **Did you consulting to your supervisor?**

S5 : **No.**

L6 : Thank you Pak S.

L3 : Thank you Bu U. Ok, I have to ask first the concept of transcreation in your mind and on your writing this. **What is transcreation?**

S5 : **Transcreation is translation into culture adapted.**

L3 : Only that? Only the culture? So what do you say about example of "Jika surga dan neraka" by Ahmad Dhani? The original song is Tears Never Die by ...

Do you think that transcreation “Jika surga dan neraka” is not original song by Ahmad Dhani but from the another song, and then Ahmad Dhani taught lesson and then chance the lyric entirely. **Is that also transcreation?**

S5 : **Ya.**

L3 : Ya? You say that it's to adapt to the culture and what happen in the example like those two songs have completely different meanings. The Indonesian version is religious song, but the original song talk only about love from a man to woman. **Is that also transcreation?**

S5 : **(silent)**

L3 : **Do you think?**

S5 : **Ya, kan soalnya kalau di transcreation menghasilkan produk baru.**

L3 : So, which part is trans? Creation, ok, creation is new, but which part is trans when you say it is transcreation? **Why don't you say it is newcreation, but you say transcreation?**

S5 : **(silent)**

L3 : And related to the song that you analyze here, is it really transcreation? Let me give you an example, there is a song by Keith Steiven, one of the lyric “find a girl, shuttle down, if you won you can marry” and then it was adapted into Indonesian version and it will be something unacceptable related to our culture, “cari gadis, tinggallah bersama dia, kalau mau nikahi”. So, we have to chance that thing. Probably in translation is something new different from that thing, but still connected to the entire message of the song. That's it also happen the song that you use in your research. Apakah masih sama, masih ada proses menerjemahkan disitu atau memang benar-bener completely different dua-duanya. Itu sudah berbeda sama sekali.

S5 : Kalau secara...

L3 : **In English!**

S5 : **Translating English to Javanese different, but the content are same.**

L3 : **What it is song all about?**

S5 : **About the friend.**

L3 : About the friend? What friend? **What kind of friend?**

S5 : **Like they feel missing best friend.**

L3 : Missing best friend? **Both the original and transcreation product?**

S5 : **Iya**



L3 : Ok, so you have to make sure first the concept of transcreation that you use is correct, and you can make sure that your understanding of transcreation is correct by understanding previous studies that you use there. Whether it is completely different or we still have right line relating the original and transcreation product. If it is different, so we can all transcreation. Then, intrinsic element, do you mean you are going to talk about the rhyme, and also the number of lines?

L6 : She mention like musical, something like that.

L3 : Oh, ya. Musical, visual and that. You focused on song lyric and then you should be concern with visual. You state that you are interesting because the video is funny, and then you put that the analysis also. **If you want analysis the video clip, it is something different. If you focused on song lyric only, you don't have to mention the video clip also.** Ok, I think that's all ya. I think there is miss concept understanding about a concept of transcreation. Thank you, monggo Pak M.

L5 : Thank you. I want to revise the title here the focused of your research, transcreation blablabla. It is similar to translation, interpreting, subtitling, which one you focused on your research, so you have to approach in the title. So, something more specific than transcreation. As I see the formula of transcreation, you want to focus on lost and gain, so you can put lost and gain in the title. Lost and gain transcreation blablabla, or other you can also by seeing from culture, for example cultural adaptation in transcreation blablabla. Jadi harus ada aspeknya, kalau transcreation saja terlalu luas. It is similar when you want to discuss translation in general subtitling without instrument to analyze the data. So, it must be specific including lost and gain in translation. Jadi harus spesifik. Jadi itu nanti judul dengan problem formulation harus inline ya. Saran saya ambil dari ini ya, problem formulation lost and gain, jadi yang hilang dan yang bertambah. There are two problem formulation, as I see here the first one is lost and the second one is lost and gain, so **what actually the differences between those two questions?** Bedanya apa? Atau sama?

S5 : (silent)

L5 : Hampir sama atau gimana? So, you have to add another question related to the focused and the impact of lost and gain or also see the culture as specific lost and gain of the transcreation. Ditambahkan pertanyaan ya, selain pertanyaan pertama itu. What are the lost and gain in transcreation from English song See You Again into Javanese song Nelongso. **Itu source language-nya yang mana, Inggris atau Jawa?**

S5 : Inggris

L5 : Inggris ke Jawa gitu ya? Jadi inggrisnya sebut dulu ya, what are the lost and gain in transcreation from English song "See You Again" into Nelongso. As I

know the way you write Javanese word for the sound “o” you have to write it the word “a”. **Judulnya Nelangsa atau Nelongso?**

S5 : **Tulisannya Nelongso.**

L5 : Kalau yang bener Nelangsa gitu ya. I suggest you also to consider about the data. Is it enough to analyze only a single song consist of several line only? Apakah cukup satu lagu padahal Cuma beberapa baris. Lagu kan padahal cuma diulang-ulang ya, apa cukup itu datanya? **Kamu menganalisis 5 baris itu untuk skripsi apa cukup?**

S5 : **(silent)**

L5 : Dipertimbangkan juga ya. **Lagunya berapa baris?**

S5 : **45**

L6 : Tapi itu ada reefnya kan, di ulang-ulang.

L5 : Ya biasanya itu diulang-ulang. Paling 20 atau 30. Masih terlalu sedikit ya kalau menurut saya. Alternatively you can choose one album or the one of the singer. Jadi lagu yang sama dari penyanyi yang sama, tapi tidak boleh acak ya. Misalnya ada 5 lagu 1 album dari Gamelawan.

L6 : Dia nggak punya album. Suka-suka aja covernya.

L3 : Unofficial.

L5 : Oh, unofficial jadi satu lagu tok itu ya

L6 : Beberapa cuman suka-suka begitu pak.

L5 : Single berarti ya. Jadi give example in transcreation a song in one line, berikan contoh satu begitu.

L3 : **Ada nggak yang dari Gamelawan yang lainnya itu yang sama lagu short song-nya itu dari See You Again? Gamelawan versi lainnya gitu.**

S5 : **Ada**

L3 : Ada? **Maksute liyane seng gawe versi jawa ne soko See You Again itu ada?**

S5 : **Iya ada. Beda**

L6 : Lha kalau itu bisa kamu compare misalnya.

L3 : Yang jawanya itu ada versi Gamelawan ada lainnya juga? Ok, Aria Eka Buana based on the score given by all of the examiner that **you can continue your research with revision and make sure your data.** Thank you very much, let say “hamdallah” together!

All : Alhamdulillahirrahmanirrahim

L3 : Assalamu'alaikum wr.wb

All : Wa'alikumsalam wr.wb

### Data Table and Data Analysis

Number of Data	Dialogues	Speech Acts					Type	Analysis
		Dir	Rep	Com	Epr	Dec		
T1/L1/08.03.20 18/1/D1/Dir/Cmd	L1 : Al-Baqarah <i>ayat</i> 21-25!	V					Commanding	Commanding because the locutor command the student to recite that must do at that time.
T1/S1/08.03.20 18/1/D2/Rep/Recit	S1 : (Recite the Holy Qur'an)		V				Reciting	Indicates as reciting because the student recite at that time as the action given by the locutor before.
T1/L1/08.03.20 18/1/D3/Dir/Adv	L1 : When you are consulting you have to recite before consulting every coming for the consultancy.	V					Advising	The advising because it is not do at that time. The advice can do in the other time.
T1/S1/08.03.20 18/1/D4/Rep/Aff	S1 : Iya		V				Affirming	The affirming here to affirm the student's statement to the locutor's advising before.
T1/L3/08.03.20 18/1/D5/Dir/Cmd	L3 : Next will be given time for you	V					Commanding	Indicates as commanding because the locutor's utterance here has the meaning that the student must present the proposal at that time.
T1/S1/08.03.20 18/1/D6/Rep/Exp	S1 : ..... I will explain about my proposal (.....)		V				Explaining	Explaining because the student explain his proposal as act that given by the locutor before.

T1/L1/08.03.20 18/2/D7/Dir/For	L1 : Ojo mbok woco kabeh ngunu kuwi.	V					Forbidding	Indicates as forbidding because the locutor is not allowed the student read all at that time.
T1/S1/08.03.20 18/2/D8/Rep/Exp	S1 : (Continue the presentation)		V				Explaining	Explaining because the student explain his proposal as act that given by the locutor before.
T1/L2/08.03.20 18/2/D9/Dir/Ask	L2 :Why did you analyze the sentence knowing that we need kinds of subtitle in this movie?	V					Asking	Contain asking directive speech act because the locutor ask question to the hearer that must answered.
T1/S1/08.03.20 18/2/D10/Rep/Exp	S1 : Because I think that if I analyze sentence in the movie, I think it is possible to analyze sentence and may be I will analyze the sentence because the dialogues of the movie are form in sentences. Therefore, I choose the sentence to analyze.		V				Explaining	Explaining because the student explain his reason as act that given by the locutor before.
T1/L2/08.03.20 18/2/D11/Dir/Ask	L2 : Is there something special about fast and Furious regarding to imperative sentence?	V					Asking	Contain asking directive speech act because the locutor ask question to the hearer that must answered.
T1/S1/08.03.20 18/2/D12/Rep/Exp	S1 : After I watch the movie, Fast and Furious is an action movie, so in action movie there are so many imperative sentences. So, I choose		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.

	Fast and Furious because the movie is action movie.							
T1/L2/08.03.20 18/2/D13/Rep/ Ass	L2 : So, action is imperative?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T1/S1/08.03.20 18/2/D14/Rep/ Den	S1 : No.		V				Denying	Denying because he deny what the locutor said before.
T1/L2/08.03.20 18/2/D15/Dir/A sk	L2 : Is there something that you somehow catch why analyze imperative sentence in Fast and Furious? Is it something beautiful, something interesting to discuss? Is there something like that?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/3/D16/Rep/E xp	S1 : For example the imperative sentence was translated into may be, emmmm.... For example is “let me tell you something” and the translator always paraphrase the sentence.		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.
T1/L2/08.03.20 18/3/D17/Dir/A sk	L2 : And what is the semantic meaning behind of this sentence?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.

T1/S1/08.03.20 18/3/D18/Rep/E xp	S1 : The actor want to tell something.		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.
T1/L2/08.03.20 18/3/D19/Dir/A sk	L2 : These something special in regard to the expressions or subtitle?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/3/D20/Rep/ Den	S1 : No.		V				Denying	Denying because he deny what the locutor said before is not true.
T1/L2/08.03.20 18/3/D21/Dir/A sk	L2 : why do you choose it?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/3/D22/Rep/E xp	S1 : Because I think that the movie is the best movie in 2017 and the movie also...		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.
T1/L2/08.03.20 18/3/D23/Dec/I nf	L2 : The best movie in 2017 is The Shape of Water. The movie got Oscar.					V	Informing	The locutor give the information that the hearer does not already know.
T1/S1/08.03.20 18/3/D24/Rep/E xp	S1 : But according to website official of box office, this movie is six place in...		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.

T1/L2/08.03.20 18/3/D25/Dir/Adv	L2 : Your reason have to relate to the topic that you discuss	V					Advising	Advising because the locutor give advice to the student about the reason.
T1/S1/08.03.20 18/3/D26/Rep/Aff	S1 : Ya.		V				Affirming	The affirming here to affirm the student's statement to the locutor's advising before.
T1/L2/08.03.20 18/4/D27/Dir/Cmd	L2 : Give the example in strategies!	V					Commanding	Commanding because the locutor commands to the student to give example at that time.
T1/S1/08.03.20 18/4/D28/Rep/Exp	S1 : Chapter two, sir.		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.
T1/L2/08.03.20 18/4/D29/Dir/Ask	L2 : Why did you use Molleong?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/4/D30/Rep/Exp	S1 : Because I follow the reference in previous study.		V				Explaining	Explaining because the student explain his reason to make clear as act that given by the locutor before.
T1/L2/08.03.20 18/4/D31/Dir/Ask	L2 : How many characters that you analyze?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/4/D32/Rep/Exp	S1 : All of.		V				Explaining	Explaining because the student explain the question that given



								by the locutor before to make clear as act.
T1/L2/08.03.20 18/4/D33/Rep/ Ass	L2 : Including the manners, the background, passing by?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T1/S1/08.03.20 18/4/D34/Req/ Den	S1 : No, No.		V				Denying	Deny the question that given by the locutor before.
T1/L2/08.03.20 18/4/D35/Dir/A sk	L2 : whose the official subtitler this movie?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/4/D36/Rep/E xp	S1 : I try to find the translator but I didn't get it.		V				Explaining	Explaining because the student answer the question by explain that given by the locutor before to make clear as act.
T1/L2/08.03.20 18/4/D37/Dir/A sk	L2 : What the first type of imperative sentence?	V					Asking	Contain asking directive speech act because the locutor ask question to the student that must be answered.
T1/S1/08.03.20 18/4/D38/Rep/E xp	S1 : Imperative sentence the subject.		V				Explaining	Explaining because the student answer the question by explain that given by the locutor before to make clear as act.
T1/S1/08.03.20 18/5/D39/Dir/A sk	S1 : In the example of strategies, do I give example about imperative sentences in the movie?	V					Asking	Contain asking directive speech act because the student ask question to the lecturer that must be answered.

T1/L2/08.03.20 18/5/D40/Rep/Exp	L2 : Anything, as you can show the readers that you actually truthfully master of this		V				Explaining	Explaining because the lecturer answer the question by explain that given by the student before.
T1/L3/08.03.20 18/5/D41/Dir/Adv	L3 : you have to be very careful to classify imperative	V					Advising	Advising because the locutor give advice to the student that in the next time have to be careful in classify something.
T1/S1/08.03.20 18/5/D42/Rep/Aff	S1 : (silence)		V				Affirming	Affirm what the locutor's advice to the student.
T1/L3/08.03.20 18/5/D43/Dir/Adv	L3 : you have to pay attention because subtitling, you are analyzing subtitle ya, you have to make sure that the changes in the target text is technically influent by the characteristic also form subtitler or not	V					Advising	Advising because offers the student what should do or how to act
T1/L1/08.03.20 18/5/D44/Dir/Sug	L1 : Kemudian I find several list that not on your citation. Kayak ini disini ada, di citation tidak ada. Jadi diperbaiki nanti.	V					Suggesting	Suggesting because the locutor to consider or recommending something.
T1/S1/08.03.20 18/6/D45/Rep/Aff	S1 : Oh iya.		V				Affirming	The affirming here to affirm the student's statement to the locutor's advising before.
T1/L3/08.03.20 18/6/D46/Dec/Dcl	L3 : And then in the last part we are declare HS you are officially now are good to go to continue your research					V	Declaring	Declare that the student pass the examination.

T1/S1/08.03.20 18/6/D47/Epr/Thk	S1 : Alhamdulillahirrahmanirrahim				V		Thanking	Thanking because the student express his feeling of the pass examination.
T2/L5/09.03.20 18/7/D48/Dir/Com	L5 : Read Surah Al-Imran 11-20!	V					Commanding	Commanding because the locutor command to the student to do at that time.
T2/S2/09.03.20 18/7/D49/Rep/Rct	S2 : (reciting the holy Qur'an)		V				Reciting	Indicates as reciting because the student recite at that time as the action given by the locutor before.
T2/L5/09.03.20 18/8/D50/Dir/Adv	L5 : I think you have to maximize in reading the tone for your recite	V					Advising	Advising because the locutor offers the student what should do or how to act
T2/S2/09.03.20 18/8/D51/Rep/Aff	S2 : (silence)		V				Affirming	Affirm what the locutor's advice to the student.
T2/L4/09.03.20 18/8/D52/Dir/Cmd	L4 : The next is presentation, so Reza you have 10-15 minutes to present your proposal.	V					Commanding	Commanding because the act must do at that time.
T2/S2/09.03.20 18/8/D53/Rep/Exp	S2 : My name is RD, and now I will explain my proposal of thesis entitle "Analysis of the song lyric translation by using translation technique and synchronization in dubbing on Ost. The Tangled Movie 2010".		V				Explaining	Explaining because the student explain about her proposal.

T2/L5/09.03.20 18/8/D54/Dir/Ask	L5 : So, what actually want to focus on for your research in this case?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/8/D55/Rep/Exp	S2 : May be translation lyric is written form, but dubbing before we spoke, we also has a written. The lyric is a written and when the lyric is dub in Indonesian version, we also has script. So, I think not a problem if the—it is not subtitling, so in English version we also dub and the Indonesian version also we come a dub. Just different in the language.		V				Explaining	Explaining because the student explain about her answer from the locutor's question.
T2/L5/09.03.20 18/9/D56/Dir/Strug	L5 : So, in my opinion you should focus on dubbing synchronization and about song lyric translation then it has included into the dubbing synchronization because dubbing is part of translation.	V					Suggesting	Suggesting because the locutor to consider or recommending something.
T2/L5/09.03.20 18/10/D57/Dir/Ask	L5 : What you want to talk about this synchronization?	V					Asking	Asking because the locutor ask question to the student that must be answered.

T2/S2/09.03.20 18/10/D58/Rep/ Exp	S2 : The other aspect of synchronization .....		V				Explaining	Explaining because the student answer the question by explain that given by the locutor before to make clear as act.
T2/L5/09.03.20 18/10/D59/Dir/ Ask	L5 : Actually what you want to know about synchronization?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/10/D60/Rep/ Exp	S2 : The process, because maybe I think the song with the original have several lines but in the target song just more simple		V				Explaining	Explaining because the student answer the question by explain that given by the locutor before to make clear as act.
T2/L5/09.03.20 18/10/D61/Dir/ Ask	L5 : There are differences between the source language and the target language?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/10/D62/Rep/ Aff	S2 : Yes.		V				Affirming	Affirming because to affirm from the locutor's question.
T2/L5/09.03.20 18/10/D63/Dir/ Ask	L5 : The source language are longer than the target language?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/10/D64/Rep/ Aff	S2 : Yes.		V				Affirming	Affirming because to affirm from the locutor's question.
T2/L5/09.03.20 18/11/D65/Dir/ Sug	L5 : Jadi mungkin perlu diperbaiki ini ya judulnya.	V					Suggesting	Suggesting because the locutor to consider or recommending something.

T2/L5/09.03.20 18/11/D66/Dir/ Ask	L5 : Pertanyaan utamanya seperti itu, jadi teknik untuk sinkronisasi itu. Then what are the other questions that you can add to the problem statements. Ada lagi atau tidak, selain teknik?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/11/D67/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L5/09.03.20 18/11/D68/Dir/ Ask	L5 : Apa cukup satu pertanyaan?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/11/D69/Rep/ Exp	S2 : Two.		V				Explaining	Explaining because the student here explain that there were two questions.
T2/L5/09.03.20 18/11/D70/Dir/ Ask	L5 : Ya coba apa?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/11/D71/Rep/ Exp	S2 : Synchronization..		V				Explaining	Explaining here because the student actually want to explain about synchronization, but not finish yet.

T2/L5/09.03.20 18/12/D72/Dir/ Sug	L5 : So I suggest you to add another questions related to the causes or the reason for the translation to use certain technique in dubbing synchronization.	V					Suggesting	Suggesting because the locutor to consider or recommending something.
T2/L5/09.03.20 18/12/D73/Dir/ Ask	L5 : What actually the type of your research?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/12/D74/Rep/ Exp	S2 : Qualitative.		V				Explaining	Explaining because the student explain that the type of the research is qualitative.
T2/L5/09.03.20 18/12/D75/Dir/ Sug	L5 : I suggest you to add another characteristic of your research. You have to state that your research is kind of descriptive qualitative research, and you must give detail of each characteristic from the quotation.	V					Suggesting	Suggesting because the locutor to consider or recommending something.
T2/L5/09.03.20 18/13/D76/Dir/ Req	L5 : Can you mention the technique of colleting the data in qualitative research?	V					Requesting	It has the meaning as request to the student to mention the techniques collecting the data.
T2/S2/09.03.20 18/13/D77/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L5/09.03.20 18/13/D78/Rep/ Inf	L5 : Ini ada tiga ya kalau kamu baca referensi, observation, interview, and documentation.		V				Informing	Informing because the hearer does not already know.

T2/L5/09.03.20 18/13/D79/Dir/ Ask	L5 : Which one you use for your research of the three components?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/13/D80/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L5/09.03.20 18/14/D81/Dir/ Sug	L5 : I suggest you to use Miles and Huberman's statement to analyze the data including data reduction, data display, drawing conclusion	V					Suggesting	Suggesting because the locutor had stated that he give suggestion to consider or recommending something.
T2/L4/09.03.20 18/15/D82/Dir/ Ask	L4 : Some simple question, from the title here on song lyric why do you choose this one?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/15/D83/Rep/ Exp	S2 : Based on my experience in subtitling class, Pak S ask the student to translate this song and I have some difficulties when I translate this song		V				Explaining	Explaining why the reason the student choose the research.
T2/L4/09.03.20 18/15/D84/Dir/ Ask	L4 : And then how to relate your opinion that perception in this research because only your perception?	V					Asking	Asking because the locutor ask question to the student that must be answered.



T2/S2/09.03.20 18/15/D85/Rep/ Exp	S2 : I never think the technique are used and how the aspect and then when I analyze this song		V				Explaining	Explaining the relation of the research that asked by the locutor before.
T2/L4/09.03.20 18/15/D86/Dir/ Ask	L4 : why do you choose Tangled Movie?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/15/D87/Rep/ Exp	S2: Because this song is ost. Tangled Movie, so I continue...		V				Explaining	Explaining the reason why the student choose the research.
T2/L4/09.03.20 18/15/D88/Dir/ Ask	L4 : is it only about “what” you will classify them? And then, what next? Is that enough to classify them?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/16/D89/Non	S2: (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/16/D90/Dir/ Ask	L4 : this one in research limitation, how think you can limit in this part of data?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/16/D91/Non	S2: (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/16/D92/Dir/ Ask	L4 : Next, page 24 Wikipedia, apa ini. Is it permitted to write Wikipedia in the research?	V					Asking	Asking because the locutor ask question to the student that must be answered.

T2/S2/09.03.20 18/16/D93/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/16/D94/Dir/ Sug	L4 : I suggest to find another references, not Wikipedia because actually we can edit in the Wikipedia.	V					Suggesting	Suggesting because the locutor had stated that he give suggestion to consider or recommending something.
T2/L4/09.03.20 18/16/D95/Dir/ Ask	L4 : Next one, how many previous studies you found?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/16/D96/Rep/ Exp	S2 : Two.		V				Explaining	Explaining because the student explain that there were two previous studies that found.
T2/L4/09.03.20 18/16/D97/Dir/ Ask	L4 : From the previous studies what will you do after finding previous study?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/16/D98/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/16/D99/Dir/ Ask	L4 : After you collected, what will you do?	V					Asking	Asking because the locutor ask question to the student that must be answered.

T2/S2/09.03.20 18/16/D100/Rep/Exp	S2 : Find the previous gap.		V				Explaining	Explaining because the student explain from the locutor's question.
T2/L4/09.03.20 18/16/D101/Dir/Ask	L4 : What are the differences the previous studies with your research?	V					Asking	Asking because the locutor ask question to the student that must be answered.
T2/S2/09.03.20 18/16/D102/Rep/Exp	S2 : In the first, she use technique not a synchronization, she also use qualitative assessment of translation and the next previous study from Bayu Aji, he analyze the music classifies, translation strategies and....		V				Explaining	Explaining because the student explain what the locutor's asked before.
T2/L4/09.03.20 18/17/D103/Dir/Ask	L4 : So, how many differences?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D104/Rep/Exp	S2 : Not discuss about synchronization, so I take from the synchronization.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T2/L4/09.03.20 18/17/D105/Dir /Ask	L4 : You write the differences?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D106/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/17/D107/Dir /Ask	L4 : Have you written the research gap in this proposal? Have you? Yes? In which part in this?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D108/Rep/Exp	S2 : The last sentence.		V				Explaining	Explain that the research gap is on the last sentence.
T2/L4/09.03.20 18/17/D109/Dir /Ask	L4 : The last sentence? Which one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D110/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/17/D111/Dir /Ask	L4 : next chapter three I think, you said it is qualitative research. Do you know the definition?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D112/Rep/Des	S2 : Using the word...		V				Describing	Describe the definition of qualitative research

T2/L4/09.03.20 18/17/D113/Dir /Ask	L4 : How about the reference? How many lines you can write in the research? One, two, three, four, five. Five lines? Is it permitted?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D114/No n	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/17/D115/Dir /Ask	L4 : how many data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D116/Re p/Exp	S2 : From this lyric.		V				Explaining	Explain that the data is from the lyric
T2/L4/09.03.20 18/17/D117/Dir /Ask	L4 : Actually two types of the data, primary data and?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D118/No n	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/17/D119/Dir /Ask	L4 : You use secondary data here or only primary data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/17/D120/Re p/Exp	S2 : Primary, and secondary		V				Explaining	Explaining because the student explain what the locutor's asked before.

T2/L4/09.03.20 18/18/D121/Dir /Ask	L4 : what do you know the primary data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D122/Rep/Des	S2 : A major data...		V				Describing	Describe about the primary data from the locutor's question.
T2/L4/09.03.20 18/18/D123/Dir /Ask	L4 : A major data that you collect as researcher?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D124/Rep/Aff	S2 : Iya		V				Affirming	Affirming because to affirm what the locutor said before.
T2/L4/09.03.20 18/18/D125/Dir /Ask	L4 : Is there any secondary data in this research?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D126/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/18/D127/Dir /Ask	L4 : the main instrument is?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D128/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/18/D129/Dir /Ask	L4 : What is face validity? To validate someone face?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T2/S2/09.03.20 18/18/D130/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/18/D131/Dir/Ask	L4 : Is it new one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D132/Non	S2 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T2/L4/09.03.20 18/18/D133/Dir/Ask	L4 : what does it means face validity?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/18/D134/Rep/Des	S2 : I mean meet the validator and then discuss that.		V				Describing	Describe what the locutor asked about the face validity.
T2/L4/09.03.20 18/19/D135/Dir/Ask	L4 : Is it your theory?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T2/S2/09.03.20 18/19/D136/Rep/Den	S2 : No.. No.		V				Denying	Denying because the student deny the locutor's question.
T2/L4/09.03.20 18/19/D137/Dec/Dcl	L4 : so based on the score given from the examiner, you can continue and pass the examination,					V	Declaring	Declare that the student pass the examination.

	congratulation, and you have to revise it before you continue							
T3/L1/09.03.20 18/21/D138/Dir /Cmd	L1 : Open Surah Al-Kahfi ayat 1-10!	V					Commanding	Commanding because the locutor command the student to recite that must do at that time.
T3/S3/09.03.20 18/21/D139/Rep/Rct	S3 : (reciting the Holy Qur'an)		V				Reciting	Reciting because as act that is commanded by the locutor before.
T3/L1/09.03.20 18/21/D140/Dir /Cmd	L1 : Louder, please!	V					Commanding	Commanding because the locutor command the student to speak louder that must do at that time.
T3/S3/09.03.20 18/21/D141/Rep/Rct	S3 : (continue reciting)		V				Reciting	Reciting because as act that is commanded by the locutor before.
T3/L1/09.03.20 18/21/D142/Dir /Cmd	L1 : you have to present what you are going to do on your research. Do not read the proposal, but you have to explain the most important one!	V					Commanding	Commanding to present the proposal at that time.
T3/S3/09.03.20 18/21/D143/Rep/Exp	S3 : I'm NM and now I will explain about my proposal thesis entitle "An Analysis Translation		V				Explaining	Explaining because the student explain her proposal that commanded by the locutor before.



	Technique in Tembang Macapat from Javanese to English”							
T3/L2/09.03.20 18/22/D144/Dir /Cmd	L2 : Explain the method. How you collected the data.	V					Commanding	Commanding because the locutor command the student that must answered at that time.
T3/S3/09.03.20 18/22/D145/Re p/Exp	S3 : The data from website Gamelan Solo, and then there are Javanese version and English version. Javanese version has a rule, so I analyze the English version that will be change or not and I make a table data code. To analyze the data I use Spreadley method, there are domain, taxonomy, and componential. In domain analyze the differences data and non data. The data is lyric Tembang Macapat from Javanese to English and the taxonomy analysis I make the data code and the componential I make the table.		V				Explaining	Explaining because the student explain what the locutor’s commanded before.
T3/L2/09.03.20 18/22/D146/Dir /Ask	L2 : That’s it?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/22/D147/Re p/Aff	S3 : Ya..		V				Affirming	Affirm that the student have done to present the proposal.

T3/L2/09.03.20 18/22/D148/Dir /Req	L1 : can you show me the example of the translation?	V					Requesting	Requesting because the locutor request the student to show the example.
T3/S3/09.03.20 18/22/D149/Re p/Exp	S3 : In the background the example “Lamun sira madek narapati” and then translated “when you’ll become a king”, “narapati” this is..		V				Explaining	Explaining because the student explain what the locutor’s request before.
T3/L1/09.03.20 18/22/D150/Dir /Ask	L1 : Maksute?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/22/D151/Re p/Exp	S3 : Ini kan saya nulisnya “My Lord” meaningnya “My Lord”, tapi “Narapati” itu yang bener “Young King”.		V				Explaining	Explaining because the student explain what the locutor’s asked before.
T3/L2/09.03.20 18/22/D152/Dir /Inf	L2 : Narapati itu kan tidak selamanya pangeran. Narapati itu kan Raja muda.		V				Informing	Informing because the lecturer inform something does not already know by the student.
T3/L1/09.03.20 18/22/D153/Dir /Ask	L1 : So, is it the translation result?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/22/D154/Re p/Den	S3 : No. Only translate.		V				Denying	Deny the locutor’s question before.
T3/L1/09.03.20 18/22/D155/Dir /Ask	L1 : What is the function of translation?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T3/S3/09.03.20 18/22/D156/Rep/Exp	S3 : May be to show the other people..		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/22/D157/Dir/Ask	L1 : what is the use of prosody when translating the song for understanding content?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D158/Rep/Exp	S3: I think it's so difficult because Macapat has a rule, so.....		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/23/D159/Dir/Ask	L1 : do you use the technique of Moelina and Alber?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D160/Rep/Aff	S3 : Ya...		V				Affirming	Affirm from the locutor's question before.
T3/L1/09.03.20 18/23/D161/Dir/Ask	L1 : Tapi cocok?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D162/Rep/Exp	S3 : Ya. Moelina and Alber biasanya itu kan kayak lebih menganalisis ke unitnya, jadi saya nganalisisnya dari word to word.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/23/D163/Dir/Ask	L1 : How Moelina and Alber answer the counting of the syllable?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T3/S3/09.03.20 18/23/D164/No n	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T3/L1/09.03.20 18/23/D165/Dir /Ask	L1 : how will you analyze by using Moelina and Alber this one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D166/Re p/Exp	S3 : I analyze word to word.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/23/D167/Dir /Ask	L1 : Contohnya ndi?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D168/Re p/Exp	S3 : Contohnya ini tadi, "Lamun sira madek narapati" kemudian di translate kan "when you became a king". Kan itu caranya " la-mun si-ra ma-dek na-ra-pa-ti" itu kan 10-I, kemudian "when you be-came a king" itu jadi 6-i		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/23/D169/Dir /Ask	L1 : Ketika kamu menghitung ini, pengaruhnya apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/23/D170/Re p/Exp	S3 : Di lost meaning-nya. Jadi nanti kalau...		V				Explaining	Explaining because the student explain what the locutor's asked before.

T3/L1/09.03.20 18/24/D171/Dir /Ask	L1 : La terus maknanya apa? Impactnya pada ini apa yang the new translation?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/24/D172/Re p/Exp	S3 : Form-nya berubah.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/24/D173/Dir /Ask	L1 : Ngitung prosody-nya itu ada impact atau tidak?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/24/D174/No n	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T3/L1/09.03.20 18/24/D175/Dir /Ask	L1 : The changes on the syllable will changes what aspect?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/24/D176/Re p/Exp	S3 : Ya itu Mom, meaning-nya.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L2/09.03.20 18/24/D177/Re p/Inf	L2 : Prosody kan headlines untuk dinyanyikan atau di puisikan. Apakah analisis dengan sebuah prosody itu perspektifnya berubah yang semula yang aslinya itu bernyanyi diterjemahkan jadi tidak bisa dinyanyiin tapi prosody-nya tetep ada.		V				Informing	Informing because to inform to the student that does not already know.

T3/S3/09.03.20 18/24/D178/Rep/Aff	S3 : Iya. Ya akan berubah		V				Affirming	To affirm what the locutor's said before.
T3/L2/09.03.20 18/24/D179/Dir/Cmd	L2 : Ya dikasih contoh Bu Liliknya!	V					Commanding	Commanding because the locutor command to the student that must do at that time.
T3/S3/09.03.20 18/24/D180/Rep/Exp	S3 : Ya contohnya ini tadi		V				Explaining	Explaining because the student explain what the locutor's commanded before.
T3/L2/09.03.20 18/24/D181/Rep/Inf	L2 : Contohnya ini lho Mijil. Mijil itu unsur utamanya apa. Kalau Asmaradhana kan menceritakan tentang percintaan, nah Mijil itu apa. Setelah di terjemahkan perubahan khusus itu akan mempengaruhi nuansa dari Mijil tersebut.		V				Informing	Informing because to inform to the student that does not already know.
T3/L1/09.03.20 18/24/D182/Dir/Ask	L1 : What can you catch from your brief analysis?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/24/D183/Rep/Exp	S3 : The different syllable and the different rhyme and then from the result, meaning-nya juga bergeser. Contohnya ini "Yayu wekas inga" itu kan di translate In "my brother asking me". Kalau di Indonesia-in itu meaningnya jadi "kakakku		V				Explaining	Explaining because the student explain what the locutor's asked before.

	berpesan kepadaku” tapi pesannya ini kayak pesan yang terakhir gitu, pesan terakhir dari kakakku, bukan “asking me”, kayak pesan terakhir bisa ke “legacy kalau enggak decision” tapi ini di translate in menjadi “asking”.							
T3/L1/09.03.20 18/24/D184/Dir /Ask	L1 : And then kuwi <i>sing</i> the translation is correct or not?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/25/D185/Re p/Den	S3 : No.		V				Denying	Deny what the locutor’s asked before.
T3/L1/09.03.20 18/25/D186/Dir /Ask	L1 : And then what should be?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/25/D187/Re p/Exp	S3 : It should be “the decision of my brother to me”		V				Explaining	Explaining because the student explain what the locutor’s asked before.
T3/L1/09.03.20 18/25/D188/Dir /Ask	L1 : Maksudnya?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/25/D189/Re p/Exp	S3 : Jadi pesan terakhir dari kakakku untukku.		V				Explaining	Explaining because the student explain what the locutor’s asked before.

T3/L6/09.03.20 18/25/D190/Dir /Ask	L6 : Decision, pesan terakhir?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/25/D191/Re p/Aff	S3 : Iya.		V				Affirming	To affirm what the locutor's asked before.
T3/L1/09.03.20 18/25/D192/Dir /Ask	L1 : What can you conclude based on this one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/25/D193/Re p/Exp	S3 : May be the translator not read all of Tembang Mijil, and then they can't translate Tembang Macapat		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/26/D194/Dir /Ask	L6 : how many Tembang you will recount?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D195/Re p/Exp	S3 : 11		V				Explaining	Explain to the locutor that she take all 11 of Tembang.
T3/L6/09.03.20 18/26/D196/Dir /Ask	L6 : And then the translation you take from?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D197/Re p/Exp	S3 : Website Gamelan Solo		V				Explaining	Explain to the locutor that she takes from Website Gamelan Solo
T3/L6/09.03.20 18/26/D198/Dir /Ask	L6 : Do you know the translator?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.



T3/S3/09.03.20 18/26/D199/Rep/Aff	S3 : Ya.		V				Affirming	To affirm that the student knows the translator.
T3/L1/09.03.20 18/26/D200/Dir/Ask	L1 : Is it official website?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D201/Rep/Exp	S3 : Ya, I think. And the translator is Rosla...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/26/D202/Dir/Ask	L1 : Official website? Official website or html?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D203/Non	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T3/L6/09.03.20 18/26/D204/Dir/Ask	L6 : then your approach is apa ini namanya..	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D205/Rep/Exp	S3 : Like to analyze		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/26/D206/Dir/Ask	L6 : Whose there you are going to use?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/26/D207/Non	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.

T3/L6/09.03.20 18/27/D208/Dir /Ask	L6 : Can you tell me a little bit about how would you analyze?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D209/Re p/Exp	S3 : The domain analysis is the lyric Tembang Macapat, and then the taxonomy..		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/27/D210/Dir /Ask	L6 : What is taxonomy?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D211/Re p/Des	S3 : Taxonomy is the way the researcher to analyze.		V				Describing	Describing here is the student describe about taxonomy.
T3/L6/09.03.20 18/27/D212/Dir /Ask	L6 : How is your way?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D213/Re p/Exp	S3 : I made data code, so the technique there is word ww is translated word to word		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/27/D214/Dir /Ask	L6 : How many words are there?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D215/Re p/Exp	S3 : Banyak. Ini Mom		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/27/D216/Dir /Ask	L6 : This one is also your data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T3/S3/09.03.20 18/27/D217/Rep/Aff	S3 : Ya.		V				Affirming	To affirm what the locutor's asked before.
T3/L6/09.03.20 18/27/D218/Dir/Ask	L6 : What do you give example if I ask you to analyze "lamun"? I want you say about "lamun", "narapati" what is in English?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D219/Rep/Exp	S3 : Young king.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/27/D220/Dir/Ask	L6 : the technique is generalization, then?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/27/D221/Rep/Exp	S3 : Then, so this is word "narapati" word translated into "a king" and the phrase.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/28/D222/Dir/Ask	L6 : So you have your data clause also, not only word?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/28/D223/Rep/Exp	S3 : Ya kadang kan ada yang kayak "narapati" ini tadi terus di translate-kan jadi phrase.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/28/D224/Dir/Ask	L6 : Iya, tapi basis nya word ini kan?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T3/S3/09.03.20 18/28/D225/Rep/Exp	S3 : Iya. Jadi kayak gimana ya Mom..		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/28/D226/Dir/Ask	L6 : then in clause meaning in your analysis will be in the form of clause?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/28/D227/Rep/Exp	S3 : Ya kalau ada ya gitu Mom. Jadi gak cuma word		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/28/D228/Rep/Ass	L6 : So you are not answer about unit of analysis?		V				Assuring	Assuring because the locutor tries to make the student feel sure with what her analysis.
T3/S3/09.03.20 18/28/D229/Non	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T3/L6/09.03.20 18/28/D230/Dir/Ask	L6 : Lah gimana, maksudnya unit analisisnya ini apa gitu. Kalau memang kata kan berarti ini gak ada to yang di depan clause ini atau gimana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/28/D231/Rep/Exp	S3 : Analisisnya ya dari kata dulu kemudian kalau ada..		V				Explaining	Explaining because the student explain what the locutor's asked before.

T3/L6/09.03.20 18/28/D232/Dir /Cmd	L6 : give me example of clause from your eleven songs!	V					Commanding	Command to give example that must give at hat time
T3/S3/09.03.20 18/28/D233/Re p/Exp	S3 : Belum nemu sih		V				Explaining	Explaining because the student explain what the locutor's commanded before.
T3/L6/09.03.20 18/28/D234/Dir /Ask	L6 : So letter on you will only the idea like measuring you will not talk about the impact like Bu L ask you, Pak L ask you to think also?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/28/D235/Re p/Exp	S3 : The impact-nya kayak itu tadi Mom, meaning-nya berubah apa enggak.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/28/D236/Dir /Ask	L6 : That's it? So, the meaning is changes, prosody is changes, that's it?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/28/D237/Re p/Aff	S3 : Ya		V				Affirming	To affirm what the locutor's asked before.
T3/L6/09.03.20 18/28/D238/Dir /Sug	L6 : I think you can go more than that.	V					Suggesting	Suggest that the student can do more in research.
T3/S3/09.03.20 18/28/D239/Dir /Ask	S3 : So..?	V					Asking	Asking because the student ask question to the lecturer and to get answer from the lecturer.

T3/L6/09.03.20 18/28/D240/Dir /Sug	L6 : Ya deeper, not only presenting like the meaning is change, the prosody is change also because of certain technique I think you can go deeper like the purpose of song probably change and then for example currently song for example.	V					Suggesting	Suggest that the student can do more or better in research.
T3/L1/09.03.20 18/29/D241/Dir /Ask	L1 : Purpose dulu atau meaning dulu?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D242/Dir /Exp	S3 : Purpose		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/29/D243/Dir /Ask	L6 : Mijil jadi education, ya kan?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D244/Re q/Aff	S3 : Iya.		V				Affirming	To affirm what the locutor's asked.
T3/L1/09.03.20 18/29/D245/Dir /Ask	L1 : La perubahan e opo terusan?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D246/Re p/Exp	S3 : Kalau seumpama nanti meaningnya berubah nanti kan purposenya juga berubah.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T3/L1/09.03.20 18/29/D247/Dir /Ask	L1 : Kalau bedanya Mijil dengan Asmaradhana apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D248/Rep/Exp	S3 : Kalau Asmaradhana tadi asmara		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/29/D249/Dir /Ask	L1 : Asmara kan wujudnya that is romance, itu wujudnya apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D250/Rep/Exp	S3 : Asmaradhana itu bisa love character		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/29/D251/Dir /Ask	L6: Mijil itu adalah untuk pendidikan?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/29/D252/Rep/Exp	S3 : Nasehat		V				Explaining	Explaining because the student explain that Mijil is Nasehat based on the locutor's asked before.
T3/L6/09.03.20 18/30/D253/Dir /Ask	L6 : Kuwi mbok analisis ora?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/30/D254/Rep/Den	S3 : Enggak		V				Denying	Denying because the student deny that she was not analyze based on what the locutor's asked before.

T3/L1/09.03.20 18/30/D255/Dir /Ask	L1 : changing-nya dimana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/30/D256/Re p/Exp	S3 : Di missing-nya		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L1/09.03.20 18/30/D257/Dir /Ask	L1 : <i>Sing</i> Mijil iki setelah diterjemahkan dadi Asmaradhana ngunu?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/30/D258/Re p/Den	S3 : Enggak sih		V				Denying	Deny what the locutor's asked before
T3/L2/09.03.20 18/30/D259/Re p/Inf	L2 : Ada kan ngomong pentathlon principle. Kalau menggunakan pentathlon principle itu yang nganalisis tau, jadi terjemahannya itu cenderung dia itu bisa dinyanyikan atau tidak. Ending dari terjemahan lyric-nya kan seperti itu. Seumpama Mijil, Asmaradhana berarti nasehat percintaan. Endingnya itu to, walaupun ada perubahan kan asumsinya kalau "narapati" tadi mungkin ketukannya sama apakah ada asumsi bahwa itu memenuhi. Kalau Mijil kan 6 ya, 6 k3tuk to wi		V				Informing	Inform to the student that does not already know



T3/L6/09.03.20 18/30/D260/Dir /Ask	L6 : Kamu nanti pakai ketukan nggak? Mempertimbangkan ketukan nggak?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/30/D261/Re p/Exp	S3 : Enggak		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L2/09.03.20 18/30/D262/Re p/Inf	L2 : Kan ada 8-a, 8-i gitu to. Berarti kalau di terjemahkan <i>guru</i> <i>wilangan</i> -nya juga bisa berubah. Kalau <i>guru wilangan</i> berubah apakah bisa kita asumsikan bergeser sedikit dari yang seharusnya ciri Mijil itu <i>guru</i> <i>wilangan</i> -nya 8-a itu ada ciri untuk nasehat terus tiba-tiba diterjemahkan dia nggak sama tapi cenderung dia ketukannya syllable- nya itu 7 Asmaradhana. Apakah seperti itu bisa disebut bergeser		V				Informing	Inform to the student that does not already know.

T3/L6/09.03.20 18/31/D263/Dir /Ask	L6 : what are the form of your data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/31/D264/Non	S3 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T3/L6/09.03.20 18/31/D265/Dir /Ask	L6 : What are the form of your data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/31/D266/Rep/Exp	S3 : The lyric		V				Explaining	Explaining because the student explain what the locutor's asked before.
T3/L6/09.03.20 18/31/D267/Dir /Ask	L6 : what are you going to do with validation your data?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/31/D268/Rep/Des	S3 : Validator is from...		V				Describing	Describe the validator, but the student does not finish yet to describe.
T3/L6/09.03.20 18/31/D269/Dir /Ask	L1 : Validatornya siapa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T3/S3/09.03.20 18/31/D270/Rep/Des	S3 : Validatornya dari UNS		V				Describing	Describe about whom the validator.
T3/L1/09.03.20 18/31/D271/Dir /Ask	L1 : Bidangnya?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T3/S3/09.03.20 18/31/D272/Rep/Des	S3 : Bidangnya sastra jawa. Dia pernah memenangkan International Festival Karawitan and then Gebyar Budaya in UNPAD di Bandung.		V					Describing	Describe about whom the validator.
T3/L6/09.03.20 18/31/D273/Dir/Adv	L6 : Mention first the kind of your technique to validate your data	V						Advising	Advice the student for the research.
T3/L1/09.03.20 18/31/D274/Dec/Dcl	L1 : You deserve to continue your research. Congratulation to you and you may work hard.					V		Declaring	Declare that the student pass examination.
T4/L1/15.03.20 18/32/D275/Dir/Cmd	L1 : Al-Baqarah ayat 21-25!	V						Commanding	Commanding because the locutor command the student to recite that must do at that time.
T4/S4/15.03.20 18/32/D276/Rep/Rct	S4 : (reciting the Holy Qur'an)		V					Reciting	Indicates as reciting because the student recite at that time as the action given by the locutor before.
T4/L3/15.03.20 18/32/D277/Dir/Cmd	L3 : you have 10 minutes to present your paper.	V						Commanding	Command to present the proposal that must do at that time
T4/S4/15.03.20 18/32/D278/Rep/Exp	S4 : My name is MH and today I will explain about my proposal about "The interpreting strategies of court interpreter in Jessica's case on March 29 <sup>th</sup> 2016"		V					Explaining	Explaining because the student explain what the locutor's commanded before.

T4/L1/15.03.20 18/33/D279/Rep/Ass	L1 : That's all?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T4/L3/15.03.20 18/33/D280/Rep/Inf	L3 : You still have 9 minutes.		V				Informing	Give information that time to presentation is still.
T4/L1/15.03.20 18/33/D281/Dir/Cmd	L1 : Catat..Catat!	V					Commanding	Command to the student to do something at that time.
T4/S4/15.03.20 18/33/D282/Rep/Aff	S4 : (siap-siap untuk mencatat)		V				Affirming	To affirm what the locutor's command before.
T4/L6/15.03.20 18/33/D283/Dir/Ask	L6 : why did you choose it? Why don't you choose another?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/33/D284/Rep/Exp	S4 : Because in that year, this case is booming.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L1/15.03.20 18/33/D285/Rep/Den	L1 : That's not the answer.		V				Denying	Deny what the student explained before.
T4/S4/15.03.20 18/33/D286/Rep/Exp	S4 : Because when I went to the library, when I looking for some journals, proposal from another, I just found one proposal that explain about interpreting in this university, so I just to take this one.		V				Explaining	Explaining because the student explain about his research.

T4/L6/15.03.20 18/33/D287/Dir /Ask	L6 : I see is quiet interesting something new, right?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/33/D288/Rep/Aff	S4 : Yes..		V				Affirming	To affirm the locutor's asked before
T4/L6/15.03.20 18/33/D289/Dir /Ask	L6 : why do you think have to talk about it after you for the example, classify this strategies the interpreter use and then you want to see.. Why?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/33/D290/Rep/Exp	S4 : Because I follow Jessica's case.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/33/D291/Dir /Ask	L6 : You follow the case until now?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/33/D292/Rep/Exp	S4 : No. I just follow from the television		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/34/D293/Dir /Ask	L6 : You have the data, right?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D294/Rep/Aff	S4 : Yaa..		V				Affirming	To affirm what the locutor's asked before.

T4/L6/15.03.20 18/34/D295/Dir /Ask	L6 : How many times proximately the interpreter with their, the mistakes?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D296/Rep/Exp	S4 : Five.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/34/D297/Dir /Ask	L6 : How many data that you have?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D298/Non	S4 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T4/L6/15.03.20 18/34/D299/Dir /Ask	L6 : Berapa kali to sidangnya Jessica? How many times? Only one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D300/Rep/Exp	S4 : Itu 2 jam lebih. Saya baru setengahnya dapat sekitar 80. Belum ada setengahnya.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L1/15.03.20 18/34/D301/Dir /Ask	L1 : Repairing-nya?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D302/Rep/Exp	S4 : Repairing-nya baru 5 itu.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T4/L6/15.03.20 18/34/D303/Dir /Ask	L6 : What are the form of your data? Every utterances?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D304/Rep /Exp	S4 : Every tongue.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/34/D305/Dir /Ask	L6 : What kind of strategies? Can you provide example?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D306/Rep /Exp	S4 : When the expert finish said can be produced after that. The interpreter translated into "sianida dapat terbentuk di dalam tubuh setelah kematian karena perubahan yang terjadi dalam tubuh".		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/34/D307/Dir /Ask	L6 : Which one is the edition?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/34/D308/Rep /Exp	S4 : The edition is "karena perubahan yang terjadi dalam tubuh".		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L6/15.03.20 18/35/D309/Dir /Ask	L6 : who transcribe this?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T4/S4/15.03.20 18/35/D310/Rep/Exp	S4 : Me.		V				Explaining	Explaining because the student explain that his self eho transcribe.
T4/L6/15.03.20 18/35/D311/Dir/Ask	L6 : you don't ask somebody else to just whether your transcription is correct or wrong?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/35/D312/Rep/Aff	S4 : No.		V				Affirming	To affirm the locutor's asked before
T4/L6/15.03.20 18/35/D313/Dir/Ask	L6 : "Cyanide can be produced" is that correct or wrong?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/35/D314/Rep/Exp	S4 : Wrong.		V				Explaining	Explain that from the locutor's asked is wrong.
T4/L1/15.03.20 18/35/D315/Dir/Ask	L1 : Wrong-nya dimana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/35/D316/Rep/Exp	S4 : Produced.		V				Explaining	Explain that from the locutor's asked the wrong is on produced.
T4/L6/15.03.20 18/35/D317/Dir/Adv	L6 : You have to be careful! So, I suggest you all around to ask somebody else to validate your transcription is correct or wrong	V					Advising	Advice to the student that must do in the other time.



T4/S4/15.03.20 18/35/D318/Rep/Aff	S4 : Yes.		V				Affirming	To affirm what the locutor's give advice before.
T4/L3/15.03.20 18/36/D319/Dir/Ask	L3 : maafnya itu maaf karena menambahkan di witness-nya atau dia salah menginterpretasikannya atau bagaimana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/36/D320/Rep/Exp	S4 : Ini karena salah menginterpretasikan.		V				Explaining	Explain that from the locutor's asked before.
T4/L3/15.03.20 18/36/D321/Dir/Ask	L3 : Dia bilang nya apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/36/D322/Rep/Exp	S4 : Two point (2.)		V				Explaining	Explain what the locutor's asked before.
T4/L3/15.03.20 18/36/D323/Dir/Ask	L3 : Two point (2.)? Terus interpretasikannya 2, ?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/36/D324/Rep/Aff	S4 : Iya.		V				Affirming	Affirm the locutor's asked before.
T4/L3/15.03.20 18/36/D325/Dir/Ask	L3 : What things that trigger you?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T4/S4/15.03.20 18/36/D326/Rep/Exp	S4 : Emm... Because..		V				Explaining	The student want to explain the reason, but not finish yet.
T4/L1/15.03.20 18/36/D327/Dir/Ask	L1 : What kind of translation is it?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/36/D328/Rep/Exp	S4 : Legal.		V				Explaining	Explain that the student answer from what the locuter asked.
T4/L3/15.03.20 18/37/D329/Dir/Ask	L3 : is there any previous study that you use as references?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D330/Rep/Aff	S4 : Yes.		V				Affirming	Affirm the locutor asked before.
T4/L3/15.03.20 18/37/D331/Dir/Ask	L3 : Yes? Which one that you sure the previous study?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D332/Rep/Exp	S4 : Emmm... From Wiguna.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L3/15.03.20 18/37/D333/Dir/Ask	L3 : No previous study? Kelewatan?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D334/Rep/Aff	S4 : Ya Pak.		V				Affirming	Affirm the locutor asked.

T4/L3/15.03.20 18/37/D335/Dir /Ask	L3 : Punyanya siapa previous study-nya?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D336/Rep/Exp	S4 : Wiguna.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L3/15.03.20 18/37/D337/Dir /Ask	L3 : Satu saja?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D338/Rep/Exp	S4 : Sama Elimy Kelson.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L3/15.03.20 18/37/D339/Dir /Ask	L3 : Apa yang dibahas itu?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D340/Rep/Exp	S4 : Kalau di Wiguna itu tentang strategi di simultaneous, kalau Emily Kelson itu juga sama court interpreter tapi dari bahasa Swiss ke Inggris.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T4/L3/15.03.20 18/37/D341/Dir /Ask	L3 : Terus yang beda dari itu?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T4/S4/15.03.20 18/37/D342/Rep/Exp	S4 : Yang Emily Kelson itu tidak membahas strategi sama...lupa.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T4/L3/15.03.20 18/38/D343/De c/Dcl	L3 : You can continue with your research with all revision and major revision.					V	Declaring	Declare that the student pass the examination.
T5/L5/15.03.20 18/39/D344/De c/Cmd	L5 : Ayat 41 aja. Ayat 41-45.	V					Commanding	Commanding because the locutor command the student to recite that must do at that time.
T5/S5/15.03.20 18/39/D345/Re p/Rct	S5 : (reciting the Holy Qur'an)		V				Reciting	Indicates as reciting because the student recite at that time as the action given by the locutor before.
T5/L5/15.03.20 18/39/D346/Dir /Adv	L5 : However you have to speak up in reading the Holy Qur'an for prepare the munaqosah, you have to improve in reading the Holy Qur'an.	V					Advising	Advice that must do by the student about her reciting the Holy Qur'an.
T5/L3/15.03.20 18/39/D347/Dir /Cmd	L3 : The next you have to present your paper.	V					Commanding	Commanding because give the command that must do by the student at that time.
T5/S5/15.03.20 18/39/D348/Re p/Exp	S5 : I will to present my thesis, the title is "Transcreation of English song see you again by Wiz Khalif to Javanese song Nelongso by Gamelawan".		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/40/D349/Dir /Adv	L6 : Don't you think need something to write kind of anything?	V					Advising	Advice to the student that must do in the other time.

T5/S5/15.03.20 18/40/D350/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/41/D351/Dir/Ask	L6 : The second is it's only one song, do you think it's enough?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D352/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/41/D353/Dir/Ask	L6 : How many data do you have?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D354/Rep/Exp	S5 : 44		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/41/D355/Dir/Ask	L6 : That's enough do you think?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D356/Rep/Aff	S5 : Yes.		V				Affirming	Affirm the locutor's asked before.
T5/L6/15.03.20 18/41/D357/Dir/Ask	L6 : Yes? Why do you only have one song?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D358/Rep/Exp	S5 : I think one song is enough for my thesis.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T5/L6/15.03.20 18/41/D359/Dir /Ask	L6 : Why do you think it's enough?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D360/Rep/Exp	S5 : Because in lyric ada 44 data itu ...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/41/D361/Dir /Ask	L6 : How many lost and gain? You also talk about it, right?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D362/Rep/Exp	S5 : Belum sampai situ		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/41/D363/Dir /Ask	L6 : Sampainya mana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D364/Rep/Exp	S5 : Baru ini sih, baru...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/41/D365/Dir /Cmd	L6 : English please!	V					Commanding	Command to speak in English at that time
T5/S5/15.03.20 18/41/D366/Rep/Exp	S5 : Same data have any lost ...		V				Explaining	Explaining because the student explain what the locutor's asked before.

T5/L6/15.03.20 18/41/D367/Dir /Ask	L6 : How many previous study that you have? Only one also?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D368/Rep /Den	S5 : No. two.		V				Denying	Deny the locutor's asked before.
T5/L6/15.03.20 18/41/D369/Dir /Ask	L6 : how many songs do they talk?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D370/Rep /Exp	S5 : Emmm.... Three		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/41/D371/Dir /Ask	L6 : And then you only one song?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/41/D372/Rep /Aff	S5 : Yes.		V				Affirming	Affirm what the locutor's asked before
T5/L6/15.03.20 18/41/D373/Dir /Ask	L6 : You still count the reef?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/42/D374/Rep /Aff	S5 : Iya saya hitung.		V				Affirming	Affirm the locutor's asked.
T5/L6/15.03.20 18/42/D375/Dir /Ask	L6 : why do you choose this song?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T5/S5/15.03.20 18/42/D376/Rep/Exp	S5 : Because it is unique and...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/42/D377/Dir/Ask	L6 : Unique? How do you it is unique?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/42/D378/Rep/Exp	S5 : I watch the video...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/42/D379/Dir/Ask	L6 : You watch the video and then?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/42/D380/Rep/Exp	S5 : Kalau yang di inggrisnya itu kan kayak serius gitu Mom, tapi kalau yang di Nelongso itu malah akhirnya...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/42/D381/Dir/Cmd	L6 : Kamu jurusan apa to sebenarnya?	V					Commanding	It has meaning to command the student to speak in English
T5/S5/15.03.20 18/42/D382/Rep/Exp	S5 : Ini, in video from English looks seriously and in video Nelongso it is fun.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/42/D383/Dir/Ask	L6 : It only happen on See You Again yang di transcreation into Nelongso?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.



T5/S5/15.03.20 18/42/D384/Rep/Exp	S5 : By Gamelawan.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/43/D385/Dir/Ask	L6 : Do you have any example here?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D386/Rep/Exp	S5 : Ada		V				Explaining	Explain that the student has the example.
T5/L6/15.03.20 18/43/D387/Dir/Ask	L6 : What page is that?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D388/Rep/Exp	S5 : Ini yang saya jadiin contoh bukan yang See You Again tapi yang lain		V				Explaining	Explaining here is explain the example that asked by the locutor
T5/L6/15.03.20 18/43/D389/Dir/Ask	L6 : Why do you choose another sources?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D390/Rep/Exp	S5 : Ini juga yang cover Gamelawan tapi bukan See You Again yang saya taruh disini. Yang halaman 3 itu, for example the song What Do You Mean		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/43/D391/Dir/Ask	L6 : Yang hubungannya dengan pembahasannya mana? Lost and Gainnya dimana?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.

T5/S5/15.03.20 18/43/D392/No n	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/43/D393/Dir /Ask	L6 : how can we know what you are going to do next in this research?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D394/No n	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/43/D395/Dir /Ask	L6 : the problem statement number one is?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D396/Re p/Exp	S5 : What are the intrinsic element of original song		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/43/D397/Dir /Ask	L6 : The intrinsic element of original song itu apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D398/Re p/Exp	S5 : Maksudnya in music emm...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/43/D399/Dir /Ask	L6 : What intrinsic element of song?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/43/D400/Re p/Exp	S5 : Kan kalau di elemen itu ada lirik, music sama visualnya itu Mom.		V				Explaining	Explaining because the student explain what the locutor's asked before.

T5/L6/15.03.20 18/44/D401/Dir /Ask	L6 : Do you talk about that one in chapter two?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D402/Rep/Exp	S5 : Belum		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/44/D403/Dir /Ask	L6 : itu jawaban untuk nomor 1 apa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D404/Rep/Exp	S5 : Emm...lebih hasilnya dari transcreation See You Again itu apa...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/44/D405/Dir /Ask	L6 : How this one?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D406/Rep/Exp	S5 : Lagu yang Javanese itu elemennya yang apa...		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L6/15.03.20 18/44/D407/Dir /Ask	L6 : what the element of this lost?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D408/Rep/Exp	S5 : See You Again kalau diartiin kan bertemu kembali, kalau in Jawa Nelongso, karena...		V				Explaining	Explaining because the student explain what the locutor's asked before.

T5/L6/15.03.20 18/44/D409/Dir /Ask	L6 : What is being lost? Yang lost apa? Element apa yang lost?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D410/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/44/D411/Dir /Ask	L6 : How will you judge whether is lost whether is gain? How will you see something is lost something is gain?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D412/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L6/15.03.20 18/44/D413/Dir /Ask	L6 : Did you consulting to your supervisor?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D414/Rep/Exp	S5 : No.		V				Explaining	Explain that the student not consulting to the supervisor.
T5/L3/15.03.20 18/44/D415/Dir /Ask	L3 : What is transcreation?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/44/D416/Rep/Des	S5 : Transcreation is translation into culture adapted.		V				Describing	Describe about the transcreation.

T5/L3/15.03.20 18/45/D417/Dir /Ask	L3 : Is that also transcreation?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/45/D418/Re p/Exp	S5 : Ya.		V				Explaining	Explain that it is indicated as transcreation also or not
T5/L3/15.03.20 18/45/D419/Re p/Ass	L3 : Is that also transcreation?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T5/S5/15.03.20 18/45/D420/No n	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L3/15.03.20 18/45/D421/Re p/Ass	L3 : Do you think?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T5/S5/15.03.20 18/45/D422/Re p/Exp	S5 : Ya, kan soalnya kalau di transcreation menghasilkan produk baru.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L3/15.03.20 18/45/D423/Dir /Ask	L3 : Why don't you say it is newcreation, but you say transcreation?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/45/D424/No n	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.

T5/L3/15.03.20 18/45/D425/Dir /Cmd	L3 : In English!	V					Commanding	Commanding here means that the locutor command the student to speak in English at that time.
T5/S5/15.03.20 18/45/D426/Rep/Exp	S5 : Translating English to Javanese different, but the content are same.		V				Explaining	Explain by using English.
T5/L3/15.03.20 18/45/D427/Dir/Ask	L3 : What it is song all about?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/45/D428/Rep/Exp	S5 : About the friend.		V				Explaining	Explain what the locutor's asked about the song.
T5/L3/15.03.20 18/45/D429/Dir/Ask	L3 : What kind of friend?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/45/D430/Rep/Exp	S5 : Like they feel missing best friend.		V				Explaining	Explaining because the student explain what the locutor's asked before.
T5/L3/15.03.20 18/45/D431/Dir/Ask	L3 : Both the original and transcreation product?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/45/D432/Rep/Aff	S5 : Iya		V				Affirming	Affirm the locutor's asked before.
T5/L3/15.03.20 18/46/D433/Dir/Sug	L3 : If you want analysis the video clip, it is something different. If you focused on song lyric only, you	V					Suggesting	Suggesting because the locutor to consider or recommending something.

	don't have to mention the video clip also							
T5/L3/15.03.20 18/46/D434/Dir/Ask	L5 : what actually the differences between those two questions?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/46/D435/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.
T5/L5/15.03.20 18/46/D436/Dir/Ask	L5 : Itu source language-nya yang mana, Inggris atau Jawa?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/46/D437/Rep/Exp	S5 : Inggris		V				Explaining	Explain what the locutor's asked between "Inggris or Jawa"
T5/L5/15.03.20 18/47/D438/Rep/Ass	L5 : Judulnya Nelangsa atau Nelongso?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T5/S5/15.03.20 18/47/D439/Rep/Exp	S5 : Tulisannya Nelongso.		V				Explaining	Explaining because the student explain about the title of the song.
T5/L5/15.03.20 18/47/D440/Rep/Ass	L5 : Kamu menganalisis 5 baris itu untuk skripsi apa cukup?		V				Assuring	Assuring because the lecturer tries to make the student feel sure.
T5/S5/15.03.20 18/47/D441/Non	S5 : (silence)						Non-verbal	Non-verbal means the student does not giving act by utterance. The student just silent.

T5/L5/15.03.20 18/47/D442/Dir /Ask	L5 : Lagunya berapa baris?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/47/D443/Re p/Exp	S5 : 45		V				Explaining	Explain that the song have 45 lines.
T5/L3/15.03.20 18/47/D444/Dir /Ask	L3 : Ada nggak yang dari Gamelawan yang lainnya itu yang sama lagu short song-nya itu dari See You Again?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/47/D445/Re p/Exp	S5 : Ada		V				Explaining	Explain that there is same the song See You Again with another song.
T5/L3/15.03.20 18/47/D446/Dir /Ask	L3 : Maksute liyane seng gawe versi jawa ne soko See You Again itu ada?	V					Asking	Asking because the locutor ask question to the student and to get answer from the student.
T5/S5/15.03.20 18/47/D447/Re p/Aff	S5 : Iya ada. Beda		V				Affirming	Affirm what the locutor asked before.
T5/L3/15.03.20 18/47/D448/De c/Dcl	L3 : you can continue your research with revision and make sure your data.					V	Declaring	Declaring because the lecturer declare that the student pass the examination



**Notes:**

T1	: number of transcript	Dir	: Directive	Cmd	: Commanding
S1	: examinee 1	Rep	: Representative	Rct	: Reciting
L1	: locutor 1	Com	: Commissive	Sug	: Suggesting
08.03.2018	: date of datum	Epr	: Expressive	Ask	: Asking
1	: page of transcript	Dec	: Declarative	Req	: Requesting
D1	: number of datum in data table			Exp	: Explaining
				Des	: Describing
				Dcl	: Declaring
				Adv	: Advising
				Inf	: Informing
				Non	: Non-verbal
				Ass	: Assuring
				For	: Forbidding
				Thk	: Thanking