AN ANALYSIS OF ILLOCUTIONARY ACTS USED BY LECTURERS IN THE TEACHING AND LEARNING PROCESS ON THE ACADEMIC SPEAKING CLASS OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in English Education Department

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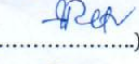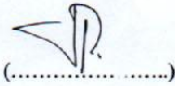
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DEDICATION

This thesis is dedicated to:
1. My parents
2. My sisters and brother
3. My best friends
4. Delightfull Class Family
5. Super Family

MOTTO

"Berdoa tanpa usaha adalah sombong, Usaha tanpa berdoa adalah bohong."
(Anynomous)

"Fall seven times, stand up eight"
(Japanese Proverb)

But if they turn away, Say: "(Allah) sufficeth me: there is no god but He: On Him is
my trust, He is the Lord of the Throne (of Glory) Supreme!
(QS. At-Taubah 129)

*"Sesungguhnya jika kamu bersyukur, pasti Kami akan menambahkan (nikmat)
kepadamu, dan jika kamu mengingkari (nikmat-Ku) maka sesungguhnya azab-Ku
sangat pedih."*
(QS. Ibrahim: 7)

CERTIFICATE OF ORIGINALITY

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I hereby declare that the *Thesis* above is my own original work and written by myself carried out as parts of the requirements to accomplish an Undergraduate Degree in English Education Department in Culture and Language Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

If later proven this thesis is a result of a plagiarism, I would undertake any legal sanction and of being repealed my academic degree

Surakarta, February 4th 2019

Stated by,

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

Surakarta, February 4th 2019
The researcher

Rahma Ni'matul Husna

ABSTRACT

Rahma Ni'matul Husna. 2019. *An Analysis of Illocutionary Acts Used by Lecturers in The Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Year 2018/2019.* Thesis. English Education Department, Cultures and Languages Faculty.

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Key words   : Speech acts, Illocutionary Acts, Teaching and Learning Process and A speaking.

This research studies about an analysis of Illocutionary acts and illocutionary function used by the lecturers. The objectives of this research are divided into three parts. The first objective of this research is to know illocutionary acts used by the lecturers during teaching and learning process in the speaking class. The second objective of this research is to find out the dominant of illocutionary acts used by the lecturers during teaching and learning process. The third objective is to know the illocutionary function used by the lecturers during teaching and learning process.

The research method is descriptive qualitative method with data analysis technique, that is content analysis design. The result tends to focus on the deep meaning of the dialogue's quality rather than the quantity of number. The data of this research are taken from utterances in dialogs by the lecturer during teaching and learning process. The instrument of this research are recorded, take note, transcription and the researcher herself who collects, analyzes, and presents the data findings of the research then draws the conclusions. The researcher applied the trustworthiness of the data to obtain the valid data from the data sources.

The result of this research are divided into three parts. The first result shows four kinds of illocutionary acts used by the lecturers during teaching and learning process in the speaking class. The kinds of illocutionary acts are found 353 data. They are representative is 57 data, directive is 261 data, expressive is 27 data and commisive is 8 data. The dominant kind of illocutionary acts is Directive or Asking there are 261 data. The second result shows four kinds of illocutionary function used by the lecturer during teaching and learning process in the speaking class. The kinds of illocutionary function are found 290 data. They are competitive is 242, convivial is 15 data, collaborative is 32 data, and conflictive is 1 data. The dominant kind of illocutionary function is Competitive there are 242 data. Meanwhile, the purpose of the use of questioning is to activate students' background knowledge and critical thinking.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important in the aspect of communication. Communication is one form language use where people make utterances to each other. The goal of communication is to give information to the others. People have to communicate with others because communication is the basic matter in life. In other words, it can be said that without communication, life is meaningless. With interaction, people can get a new information, knowledge, and foreign things in this life. Communication is particular interest today because of rapid developments in new technologies for producing and transmitting or sending information (Steinberg, 2007: 1).

In daily communication, people do not only say something, but also force someone (addressee) to do something for him or her. In communication, people use utterances with the implied meanings. Therefore, people should have ability to interpret the meaning of utterances so what is expected from that communication can be achieved. The study of speaker meaning is called pragmatics (Yule, 2006: 112). Pragmatic is one of the branches of linguistics which is concerned with the study of meaning in context of the speaker's utterances. It is concerned with the study of meaning as communicated by a speaker (or write) and interpreted by the listener. In addition, by studying pragmatics, Yule (2006: 4), stated that we can talk about people's intended

meaning, their assumptions, their purpose or goals, and the actions that are performing when they speak. From the statements above, it can be understood that pragmatic is used to study about speaker meaning based on the context of the utterance and situation when it occurs. Pragmatics study has some sub-discussion. One of the most commonly discussed with the subject of pragmatic study is speech live alone acts.

Based on Yule (2006: 118), states that the speech act is the types of action performed by a speaker with the utterances. Such phenomenon of speech act happens everywhere, not to mention in the teaching and learning process. It is evident that teaching and learning process involves a lot of interactions where the lecturer produce a number of utterances especially during language class. This particular language used in teaching and learning process is widely known as a classroom speech act. The use of speech acts determines how the teaching and learning process will happen.

However, sometimes it is difficult to understand what the lecturer says in the acts; thus, it often causes misunderstanding in interpreting the massages. This case occurs in IAIN Surakarta especially for students of the academic speaking class of the third semester in the English department with their status as foreign language learners. They tend to get difficult since the production of speech acts is varied in the forms and functions. The understanding of the utterances also depends crucially on the actual context and the pragmatic knowledge, especially speech acts. For example, the expression of

Lecturer: " *Ok class, please look at this video.*"

The utterance above, the lecturer said "*Ok class, look at this video.*" context situation happened when the lecturer command the students to look at the video, after the students looked the video the lecturer wants the student come forward in front of the class to share what the students' opinion. This threat is purposed for the students to do something like the lecturer's wants, beside it the lecturer wants the students active during the teaching and learning process. This utterance was classified directive of command.

In the interaction of everyday life, speech acts is very important, especially in speaking activities in the teaching and learning process. There are some reasons why speech act is important. First, a speech act is sign that we respect to the other people who speak with us. Second, speech act indicates that we know about the meaning of what they speak with us. Third, if we know about the meaning of what the speaker's say we can do the action. According to Fromkin (2003: 595), states that speech acts is the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by the hearers. It can be concluded that speech acts are a part of pragmatic concerning with the ways in which words that it can be used not only present information but also to conduct the action.

Based on Austin's theory (1962), speech acts have three types of acts such as locutionary, illocutionary, and perlocutionary acts. The first is the

locutionary act is the act of saying something, like the act of expressing the basic, literal meanings of the words chosen. Second is the illocutionary act is the act performed in saying something. Like the act of using words to achieve such goals as a warning, promising, guaranteeing, etc. The third is the perlocutionary acts is an act performed by saying something. Like the act of producing an effect in the hearer by means of the utterance.

Based on Cutting (2002: 16), states that the most important study of the three kinds of speech acts is illocutionary acts. It becomes the basis of analysis in pragmatic comprehension. Illocutionary act is performed via the communicative force of utterance (Yule, 1996: 53). According to Searle (1969: 16 in Mey 1993: 111), speech acts are the basic or minimal units of linguistic communication is not, as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of the speech acts. He also states there are five categories that ends up establishing are: Representatives, Directives, Commisives, Expressives, Declarations. Based on the all of the explanation above, the researcher just focuses on illocutionary acts used by lecturers in teaching and learning process on the academic speaking class of the third semester in the English department of IAIN Surakarta in academic year of 2018/2019.

Illocutionary acts in communication of the research is important because the illocutionary act will discuss about the attitudes and expression of the

people when having communicating with others. The researcher chooses to analyze illocutionary acts used by the English lecturers because most students still had misunderstood when the English lecturer had communication with students. It occurred because of unknowing what was meant by the speaker utterance or sentence. In a communication, people used their way of speaking by certain meant of the utterance expressed, so it is essential for them to know what the utterance means when it is delivered. When the speaker says something, it does not means refer to what the meaning is but it has indeed meaning. Furthermore, the illocutionary act forms which are usually used by the lecturer's during classroom instruction.

In this research, the researcher chooses the students in the third semester in the English education department of IAIN Surakarta especially in academic speaking class. There are some reason the researcher chooses the students of the third semester of academic speaking class. The first, they were suitable to be observed. The second, there is no researcher, research in the speaking class in this year in the academic speaking class. The third, there are many kinds of illocutionary acts uttered by the lecturer during teaching and learning process.

The researcher conducted the research at IAIN Surakarta with the English Lecturers of the third semester as the object of the observation. The researcher chooses IAIN Surakarta because this university is suitable to be observed. IAIN Surakarta is one of the institute that located at Jl. Pandawa, Pucangan, Kartasura, Sukoharjo. This institute not only focuses on education, but also on

religion. In the classroom, when the lecturers conveyed material, he or she used inappropriate utterance or unstructured language. The researcher conducts research in academic speaking class, especially in 3C speaking class and 3E of 5 speaking class because this class can be observed and the researcher got permission for conduct research in this class. To clarify the research background, there is an example of the types of illocutionary acts used by the lecturer when she or he explained the material in the classroom as follow:

> Lecturer: *"How about this video? Any one students to explain this video?"*

The utterance above, the lecturer said "*How about this video? Any one students to explain this video?"* the context situation happened when the lecturer after command the students look at the video about cultivation of forest, the lecturer wants one of the students explain their opinion about that video. This utterance was classified directive of asking.

All of the explanations above are the researcher's intention in order to find out the types of illocutionary speech acts used by the lecturers in teaching and learning process. Speech acts are communicative activities in the interaction between the speaker and the hearer refer to intention of speakers and the effect on the hearer. Therefore, where the researcher studies the intention of speech acts using the lecturer as the speaker, it is used to find the effects to the students as the hearer at once. For that reason, the researcher wants to dig into the lecturers' intention in their lecturing from their speech acts. For that reason,

the researcher interest to study a problem dealing with the illocutionary speech acts of the lecturers in the teaching process entitle "An Analysis of Illocutionary Acts Used by Lecturers in Teaching and Learning Process on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Year of 2018/2019".

B. Identification of the Study

Based on the background of the study, it will be better to identify the problem that will be investigated in this study. There are several problems which can be identified as follows:

1. The lecturers should know the types of illocutionary acts to decrease student's misunderstanding or misinterpreting during teaching and learning process.

2. Some of the types of illocutionary acts should be emphasized in using by the lecturers to make the students understand lecturers' utterance clearly.

C. Limitation of the Study

The study is limited to the speech acts that used by the lecturers in teaching and learning process in the academic speaking class of the third semester in the English Education Department of IAIN Surakarta.. There are many kinds of speech acts, it is necessary to limit the research. The main focus on this research is the researcher analyzed the types of speech acts; representative speech act, declarative speech act, directive speech act,

commisive speech act, and expressive speech act used by the lecturers who teaches directly in the class. The researcher used the pragmatic approach to analyze this research used Yule's theory. The researcher selected 2 English lecturers from 3 lecturers. In this research, the researcher limited to 2 class, there are 3C class and 3E class of 5 class because this class can be observed and the researcher got permission for conduct research in this class. This research also focuses on 2 material, there are debates and speech.

In this research, the researcher limited to the illocutionary utterance using by the lecturers because the illocutionary speech acts ware one of the important things for the lecturers to explain about the material and share the knowledge for the students during the lecturing process. For that reason, the researcher limited the study in illocutionary speech act.

D. Problem Statement of the Study

The problems in this study are formulated, as follows:

1. What are the types of illocutionary acts used by the lecturers in teaching and learning process on the academic speaking class of the third semester in the English department of IAIN Surakarta in Academic Year of 2018/2019?

2. How many frequency of illocutionary acts uttered by the lectures in teaching and learning process on the academic speaking class of the third semester in the English department of IAIN Surakarta in Academic Year of 2018/2019?

3. What are the illocutionary functions used by the lecturer in teaching and learning process on the academic speaking class of the third semester in the English department of IAIN Surakarta in Academic Year of 2018/2019?

E.   Objective of the Study

According to the problem of statements, the objectives of the study are:

1. The types of illocutionary acts uttered by the lecturers in the teaching and learning process on the academic speaking class of the third semester in the English Education Department of IAIN Surakarta in Academic Years 2018/2019.

2. The frequency of illocutionary acts uttered by lecturers in the teaching and learning process on the academic speaking class of the third semester in the English Education Department of IAIN Surakarta in Academic Years 2018/2019.

3. To know the illocutionary functions used by lecturers in the teaching and learning on the academic speaking class of the third semester in the English Education Department of IAIN Surakarta in Academic Years 2018/2019.

F.   Benefit of the Study

The researcher expects that this research has two major benefits; theoretical benefit and practical benefit.

1. The theoretically Benefits

    This research is conducted as support of speech act theory in the development of linguistics theories. In addition, hopefully this research will be beneficial for the other research in organizing the research about speech act, especially about illocutionary acts.

2. The practically Benefits

    The lecturer and the students will obtain meaningful information of speech acts that are used in teaching and learning process. This research has contributed for several sides, they are:

    a. The lecturer

        Hopefully this research will be help for the lecturers to recognize the types of the speech acts in the teaching process, especially the types of illocutionary acts. They will be understood about the implementation of the speech acts in their teaching process.

    b. The students

        The students will be understood about the speech act and helping them to recognize the types of illocutionary acts in the teaching and learning process. It is also help them to understand about the implementation of the speech acts in their learning process.

G.   Definition of Key Terms

Here are some keywords used in this research to make this research clear:

1.   **Speech Acts**

Actions performed via utterances are generally called speech acts, and in English are commonly given more specific labels, such as apologizing, complaint, invitation, promise, or request (Yule, 1996: 47).

2.   **Illocutionary Acts**

The illocutionary act is performed via the communicative force of an utterance (Yule, 1996: 48). When people say to someone, they actually do not only say, but their utterance also performs an act.

3.   **Teaching and Learning Process**

Teaching and learning process is the process which is giving the knowledge and asking the knowledge between the lecturer and the students in the school and university. They are sharing the information about the knowledge with the others. In this process, communication is very important to transfer the knowledge or information to the students or lecturer.

4.   **A Speaking**

Speaking is an interactive process of constructing meaning that involves producing and processing information in the communication activities. It is one of the communicative activities in spoken form by speaking up to the hearer. In the teaching and learning process, Speaking is very important transferring the information from the speaker to the

hearer between the lecturer and the students. It is one of the instruments for doing communication with each other and having influence in the effectiveness of teaching and learning process.

CHAPTER II

THEORITICAL FRAMEWORK

A. Review on Pragmatic

1. The Definition of Pragmatic

According to Yule (2006: 3), pragmatic is the study of contextual meaning. According to him, pragmatic is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or a reader so that it involves the interpretation which people mean in the particular context and how the context influences what is said. Based on Mey (1993: 42), pragmatic is the study of the condition of human language uses as these are determined by the context of society.

According to Leech, pragmatic is a part of the use of grammar in language (Rahardi, 2000: 48). Pragmatic is the study of those relations between language and context that are grammaticalized, or encoded in the structure of language (Levinson, 2000: 48). According to Parker, pragmatic is the study of how language is used to communicate (2000: 48). Koyama defined that pragmatic as the science of language use parole or the discursive functions of language (Retnaningsih, 2013: 1). According to Thomas, pragmatic is the study of meaning that appear in the interaction (Djatmika, 2016: 11). Based on Charles Moris, pragmatic is one semiotic system other than the syntax and semantics (2016: 11).

Based on Cruse (2000 in Cummings, 1999: 2), pragmatically can be considered to deal with aspects of information within the meaning of the most extensive is delivered through a language that is not encoded by the convention generally accepted linguistic forms are used, but which also arises naturally from and depending on the meaning encoded conventionally by the context in which the use of these forms. According to Allot (2010: 6), pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered.

From the definition above can be concluded that pragmatic is ne of the branches in linguistic field that concern on the study of the use of language in communication, particularly the relationship between language and context. It means that the use of language and context in communication becomes the main study in pragmatics.

2. **Speech Acts Theory**

a. The Definition of Speech Act

For the first time, the speech acts' term comes from Austin's lectured at Harvard University in 1955. Later, that lectured is published in 1962 under the title *How TO Do Thing with Words*. Austin says, basically, when somebody says something, he also does something. When somebody uses verb promise in I promise I will come on time, he does not only say the words but also do the action (promise). Austin (1962) states that the speech act is an act refers to the action that is performed in making the utterance.

According to one of language philosopher J. R. Searle a language is performing speech acts such as making requests, statement, giving comments, etc. Hornby states that language is a system of sound, words, used by human to communicated thoughts and feelings (Soengkono, 2013: 3). Generally, speech acts can be defined as the acts of communication. Certain utterance producing by the speaker contains specific act, such as an act of promising, apologizing, or commanding. Speech acts theory is the theory in the field of pragmatics.

In addition, Parker (1986: 14), defines speech acts as every utterance of speech act constitutes some sort of fact. In the communication, the speaker expresses a certain attitude that has the relationship with the performance of a particular type of speech acts. The success of speech acts in its rule at the act of communication occurred when the audience or the hearer is able to identify the expression of the speaker's attitude when he/she intends to communicate something. In short, speech acts success if the hearer comprehends the speaker's intention in communication by means of his/her acts performances. However, it is also possible that the function of speech acts is to affect some institutional states of affairs which demand certain circumstances and position such as the judge's utterances use of the court. Further, it is called the felicity condition, i.e. the requirements needed in performing certain

acts of speech. The first is that there is a specific person that acts certain utterance, and the second that these utterances have to be spoken in specific context. (Yule, 1996: 50).

Based on Nunan (1993: 65), he states that speech acts are simply things people do through language, for example, apologizing, complaining, instructing, agreeing, and warning. In line with Nunan's statement, Yule (1996: 47) said that action performed via utterances are generally called speech acts. The functions of the speech act itself to state the speaker's intention to the hearer.

Further, Aitchison (2003: 106) defined speech acts as a number of utterances behave somewhat like actions. He states that when a person writes a sequence of words, the speaker is often trying to achieve some effects with those words; an effect which might in some cases has been accomplished by an alternative action. In addition, Austin (1962) identified three distinct levels of action beyond the act of utterance. He distinguishes the act of saying something, what one does in saying it, and what one does by saying it, and dubs these a locutionary, an illocutionary, and a perlocutionary act. From the definition above, it can be concluded, a speech act is utterance that replays an action for a particular purpose in a certain situation.

b.   Types of Speech Act

Speech acts divided into three major categories. They are locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

1)   Locutionary acts

Locutionary acts is speech acts with words, phrases, and sentences, based on the meaning that contained by word, phrase, and sentences itself. Locutionary acts can be expressed the phrase the act of saying something. So the purpose of locution acts only give information to the hearer (Rahardi, 2009: 17).

Leech (1983: 199) Locution is the basic of utterances, or producing a meaning linguistic expression. It is performing an act of saying something. For example: *The weather is hot*. From that case, the speaker wants to give information to the hearer that the weather is hot. In this case the speaker has intention in order to make the hearer understand what the speaker wants.

2)   Illocutionary acts

Illocutionary acts are acts that can be achieved by speakers when saying something. Part of the utterance such as stated   promise, apologize, threatening, forecasting, ordering, requesting, etc (Nadar, 2009: 14). Rahardi (2009: 17) states

that Illocutionary acts are an acts of doing something with the purpose and specific function in truth speech acts. Illocutionary acts can be called with the phrase, the act of doing something.

In addition, According to Wijana (1996: 18) the functions of illocutionary acts are to say or gives information, it can also used to do something. For example: *could you mind open the window?* The meaning of this utterance is the speaker wants the hearer to open the window.

3) Perlocutionary acts

According to Wijana (1996: 19) Perlocutionary acts are type of speech acts called as the act of affecting someone. In addition Perlocutionary acts are act growing affect to the hearer by the speaker. Perlocutionary acts can be called with the phrase, the act of affecting someone (Rahardi, 2009: 17). In perlocutionary, there is an influence, affect because the speaker tries to influence the listeners to do what he or she wants to do. For example:

A: The weather is hot.

B: Could you mind to open the window?

From the utterances above the speaker utterance something in the assumption that the hearer will recognize the effect of the speakers utterance to take open the window.

Illocutionary act was performed via the communicative force of an utterance (Yule, 1996: 48). According to Hurford (2007: 273), said that the illocutionary act carried out by a speaker making an utterance is the act viewed in terms of the utterance's significance within a conversational system of social interaction. One way to think about the illocutionary act is that it reflects the intention of the speaker in making the utterance in the first place. In addition,Riemer (2010: 109), stated that illocutionary act is the act that the speaker performs in saying something. From the definition above, it can be concluded that illocutionary act is the illocutionary power obtained from the speaker's actions through the speaker's speech.

Based on Mey (2001: 110-111), explained that the criteria of illocutionary acts are based on the context which determine the force or functions of the utterance. Same utterance can be categorized as different illocutionary because of different force or functions which are greatly influenced by the context of use. Force are the characteristics that differentiate speech acts from one another (Nunan: 65). Force is mainly about the different ways the content propositions are involved in speech acts. Some examples of force the functional intentions of the speaker when performing an utterance.

Leech's (1993:104) purpose the <u>illocutionary acts</u> based on its functions. It is according to how illocutionary acts relate to the social goals or purposes of establishing and maintaining politeness. The form types of illocutionary acts functions are as follows:

1)   Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. For instance, "I ask your cookies".

2)   Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. Such as, "Do you want these cookies?"

3)   Collaborative

Collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. For instance, "I like this book".

4)   Conflictive

Conflictive aims at conflicting against the social purposes. Such as threatening, accusing, and reprimanding. If you say again "I will say to your father".

c.   The Classification of Speech Act

Table 2.1 The Typology of Classification of Speech Act by The

Experts of The Speech Act Theory:

No.	Typology of Speech Act	Experts			
		Austin	Searle	Mey	Yule
1.	Verdictive	✓			
2.	Exercitive	✓			
3.	Expocitive	✓			
4.	Behavitive	✓			
5.	Commissive	✓	✓	✓	✓
6.	Directive		✓	✓	✓
7.	Declarative		✓	✓	✓
8.	Representative		✓	✓	✓
9.	Expressive		✓	✓	✓

1)   Austin's classification of Speech Act

As stated in the previous section, illocutionary act is one of the three types of speech acts proposed by Austin which contain purpose, function, and the force of utterances. Austin categorizes illocutionary acts into five types. This

classification is based on the performative verbs in any utterances (Searle, 1979: 8-9). They are as follows:

a)   Verdictives

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

b)   Exercitives

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

c) Commissive

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

d) Expositives

Expositive is used to make statements fit into the ongoing discourse such as clarifying and arguing. The list of words of expositive include affirm, deny, emphasize, illustrate, answer, report, accepts, object to, concede, describe, classify, identify, and call.

e) Behabitives

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

2) Searle's classification of Speech Acts

Among other things, Searle criticizes Austin for operating with overlapping criteria, or categories that do not satisfy the definition of the category and so on. The five types of speech acts are further explained below:

a) Representative

Those kinds of speech acts that commit the speaker to the truth of the expressed proposition, and thus carry a truth-value. They express the speaker's belief. Paradigmatic cases include asserting, claiming, concluding, reporting and stating. In performing this type of speech act, the speaker represents the world as he or she believes it is, thus making the world fit out the world to believe. When Sam told you " It's raining out", he was trying to her him to think he believed it was raining out.

b) Directive

Those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. They express the speaker's desire/wish for the addressee to do something. Paradigmatic cases include advice, commands, orders, questions, and requests. On using directive, the speaker intends to elicit some future course of action on the part of the addressee, thus making the world match the world via the addressee.

c) Commissive

Those kinds of speech act that commit the speaker to some future course of action. They express the

speaker's intention to do something. Paradigmatic cases include offers, pledges, promise, refusals, and threats. In the case of a commissive, the world is adapting the words via the speaker him or herself.

d)   Expressive

Those kinds of speech act that express a psychological attitude or state in the speaker such as joy, sorrow, and like/dislike Paradigmatic cases include apologizing, blaming, congratulating, praising, and thanking. This type of speech act, in performing the act of an expressive, the speaker makes known what she or he feels, thus rendering the world to fit the world of feeling.

e)   Declaration

Those kinds of speech act that effect immediate changes in some current state of affairs. Because they tend to rely on elaborate extralinguistic institutions for their successful performance. They may be called institutionalized performatives. In performing this type of speech act, the speaker brings about changes in the world; that is, he or she effects a correspondence between the propositional content and the world. Paradigmatic cases include bidding in bridge, declaring

war. excommunicating, firing from employment and nominating a candidate.

3) Mey's Classification of Speech Act

Searle cited as Mey (2001: 117), argues that Austin's taxonomy does not maintain a clear distinction between illocutionary verbs and acts. Thus, Searle established his own classification of speech acts which includes declarative, representative, expressive, directive and commissive (Mey, 2001: 119).

a) Declarative

Declaratives are illocutionary acts by which the speaker is able to change the state of affair in the world via the utterances. The speaker has to have an institutional role in a specific context when employing these acts (Yule, 1996: 53). Some performative verbs indicating these speech acts are to beg, to pronounce, to sentence, to state, to declare, to resign, to fire, and to appoint. Examples:

I find you guilty as charged.

I hereby pronounce you man and wife.

I declare the meeting cancelled. (Searle, 1979: 17)

Furthermore, several illocutionary functions included in this type of illocutionary acts are baptizing, marrying, and firing (Cutting, 2002: 16). Examples:

(1) Priest in a marriage ceremony:

I now pronounce you husband and wife. (Marrying)

(2) Referee in a football court:

You are out! (Firing)

(3) Jury Foreman in a court:

We find this defendant guilty. (Sentencing)

b) Representative

Representatives or assertives are illocutionary acts that state what speakers believe to be factual (true) or not (false). By using these acts, the speaker makes words fit the world or belief (Yule, 1996: 53). To describe, to call, to classify, to identify, to claim, to diagnose, to hypothesize, to insist, to predict, and to boast are some performative verbs indicating these types of acts. Examples:

I call him a liar.

I diagnose his case as appendicitis.

I describe John as a Fascist.

c)   Expressives

Expressives are illocutionary acts that state the speakers" feelings or attitudes about something. These acts involve psychological states of the speakers. When performing these acts the speakers makes words fit the worlds or feeling (Yule, 1996: 53). Performative verbs denoting to these illocutionary acts are to thank, congratulate, apologize, condole, deplore, and welcome. Examples:

I congratulate you on winning the race.

I apologize for stepping your toe

I thank you for giving me the money.

d)   Directives

Directives are illocutionary acts that the speakers use to get something done by the hearers. These acts express what the speaker wants and the speakers attempts to make the world fit the words via the hearer (Yule, 1996: 54). Performative verbs denoting to this category are to ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge. Examples:

I order you to leave.

I command you to stand at attention.

I advise you to leave.

e) Commissives

Commissives are illocutionary acts used by the speakers to commit actions in future. These acts express what the speaker intends to do. By means of comissives, the speakers undertake to make the world fit with the words via the speaker (Yule, 1996: 54). Some performative verbs belong to these speech acts are to promise, to pledge, to offer, to threat, to refuse, and to vow. Examples:

I promise to pay you the money.

I promise that I will see it.

I pledge allegiance to the flag.

I vow to get revenge.

4) Yule's Classification of Speech Act

According to Searle (1969: in Mey 1993: 111), speech acts are the basic or minimal units of linguistic communication is not, as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol or words or sentence in the performance of the speech acts. He also states there are five categories that ends up

establishing are: Representative, Directives, Commisives, Expressives, Declarations.

Yule (2006: 83), states that actions displayed through speech is called speech act, generally is labeled more specifically, for example, an apology, complaints, compliments, invitations, appointment or request. There are five classifications of illocutionary speech acts according to Yule (2006: 92-94) as follows:

a)   Declaration

Declaration is a type of speech act that is changing the world through speech. As the example below illustrates the speakers must have a special institutional role, in particular contexts, to display an appropriate declaration.

(1)   *Priest   : I now pronounce you husband and wife.*
(2)   *Referee   : You're out!*
(3)   *Jury   : We find the defendant guilty.*

When the speaker uses declaration, speakers change the world with the words.

b)   Representative

Representative is a type of speech act that states what is believed to be the speaker case or not. A statement of fact, assertion, conclusions, and

description, as the example below is an example of the world as something that is believed by the speaker to describe it.

(1) *The earth is flat.*
(2) *Chomsky didn't write about peanuts.*
(3) *It was a warm sunny day.*

When the speaker uses representative, speakers match the words with the world or beliefs.

c) Ekspressive

Ekspressive is a type of speech act that states something that is felt by the speakers. Speech act that reflects psychological statements and can be a statement of joy, difficulties, joy, hatred, pleasure, or misery. As illustrated in the example below, it is not said that might be caused by something the speaker or the listener, but everything concerning the experience of the speakers.

(1) *I'm really sorry.*
(2) *Congratulations!*

When the speaker uses expressive, speakers adjust to the world of words relating to feelings.

d) Directive

Directive is the kind of speech acts used by speakers to get someone else to do something. This type of speech act declare what the speaker wishes. These speech acts include; orders, reservations, requests,

giving advice, as in the example described below, and its shape can be positive and negative sentences.

(1)   *Give me a cup of coffee. Make it black.*
(2)   *Could you lend me a pen, please?*
(3)   *Don't touch that!*

When the speaker uses directive, speakers tried to adapt the world with the word through the listener.

e)   Commisive

Commisive is a type of speech act that is understood by speakers to bind himself to the actions in the future. This speech act sets out what is meant by the speaker. This speech acts can be; promises, threats, rejection, pledge, as shown in the example below, and can be displayed by the speakers as a group member.

(1)   *I'll be back.*
(2)   *I'm going to get it right next time.*
(3)   *We will not do that.*

When the speaker uses commissive, speakers tried to adapt the world with words through the speakers.

Based on Cutting (2002: 16) states that the utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns into two singles into a married couple. To assist you with clarity and

better understanding, the five general functions of speech acts are summarized by Yule (2006: 95).

To assist you with clarity and better understanding, there are five general functions of speech act are summarized by Yule (2006: 95) in the Table 2.2:

Table 2.2 The Five General Function of Speech Acts

Type of Speech Act	Direction to fit	S = Speaker X = Situation
Declaration	Words to change the world	S causes X
Representative	Make words fit the world	S believe X
Expressives	Make the words fit the world	S feels X
Directives	Make the world fits the words	S wants X
Commisives	Make the world fits the words	S intends X

Because there are differences of opinion about the type of illocutionary speech act theory. The researcher would use the type of illocutionary speech act theory of Yule. The Yule's theory is strengthened and clarify the Searle's theory. It is done by the researcher because the type of illocutionary speech act presented by Yule's theory is clearer, and easier to understand by the researcher and also easier used for analysis illocutionary speech acts used by the lecturers in teaching and learning process on the academic speaking class of the third semester in the English education department of IAIN Surakarta in academic year of 2018/2019. So that, the researcher will analyze the illocutionary speech act theory

used by the lecturers in teaching and learning process on the academic speaking class of the third semester in the English Education Department of IAIN Surakarta in academic year of 2018/2019 by using the theory of Yule.

3. Teaching and Learning

a. Teaching

Teaching is necessary to induce learning. Teaching can be defined as showing or helping someone to learn how to do something, giving instructions. guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2000: 7).

According to Brown (2007: 7), then, revised his definition of teaching stating that teaching deals with guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. In teaching, it is teacher's duty to help students acquire the knowledge or skill by guiding and facilitating their learning, preparing the materials and creating a good atmosphere for learning so that the effectiveness of teaching and learning process can be achieved. The way teachers teach students is definitely determined by their view of learning itself.

In addition, Stern (1983: 21), states that teaching, more specifically language teaching, as the activities which are intended

to bring about language learning. It indicates that teaching always goes hand in hand with learning. He, further, explains that language teaching cannot be merely interpreted as instructing a language class. Language teaching not only involves formal instruction or methods of training but also individualized instruction, self-study, computer assisted instruction, and the use of media. Likewise, the supporting activities, such as the preparation of teaching materials, teaching grammars, or dictionaries, as well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.

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

b. Learning

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

1) Learning is the acquisition or getting.

2) Learning is retention of information or skill.

3) Retention implies storage systems, memory, and cognitive organization.

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change in behavior.

Similar to Brown's last component of the definition of learning, Kimble and Garmezy (1963: 133) as cited in Brown (2007: 7), advocate that learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. The change in behavioral tendency, however, cannot be seen directly after someone learns a certain subject. There re also probably other factors that influence the change in behavior.

In preference to learning, there is another term which is often associated with learning called acquisition. Krashen as cited in Stern (1983: 20), makes the distinction between learning and acquisition. He claimed that language which is acquired subconsciously and similar to the process children undergo when they acquire their first language. Hence, in Krashen's view, when they acquire their first language, they do not focus on the language

components such as grammar and vocabulary. Instead, the process of acquisition happens naturally and subconsciously contrasted to the deliberate teaching in the classroom.

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

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

From the definition given above, it can be concluded that learning is a process of getting knowledge and skill through

conscious way, such as study and instruction which may also lead to a change in behavior.

4.   **Academic Speaking**

Speaking is one of the important language skills. It is one of productive skill in language. Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing features of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language is measured in terms of their accomplishment in oral communication. Even though acquiring oral skills is considered to be important, speaking did not have a primacy in language learning and teaching in the past.

Speaking is one of the skills that have mastered by the students in learning English. Richard (2008: 19), states that in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explores their ideas. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development.

Based on Brown (2000: 141-142) states that speaking have five categories, as follows:

1) Imitative

    Imitative is at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2) Intensive

    Intensive is a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture).

3) Responsive

    Responsive is assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

    Interactive is the difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and / or multiple participants.

5) Extensive (monologue)

Extensive is oral production tasks include oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

5. **Speaking Skills**

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills: Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening. Speaking skill there are 3 types, it is includes:

a. Academic Speaking

Academic Speaking is designed for students whose English speaking skills need improvement. The objective of the course is to strengthen all aspects of speaking ability, especially in academic contexts. Students receive feedback on assignments in class and in individual meetings with the instructor. The activities of academic speaking, it is included: developing discussion skills, improving pronunciation and preparing for conference presentations

Academic speaking also focus of the course is on increasing intelligibility, increasing fluency, increasing accuracy, improving public-speaking skills, preparing and using visual aids and asking and answering questions effectively. Both semesters cover all aspects (discussions, group and individual activities, and presentations) of Academic Speaking. However, the Fall Semester helps prepare students for the academic classroom, as well as enhance individual speaking skills. The Spring Semester continues work on the academic classroom, but add more presentation-style activities. The courses do not have to be taken in sequence.

b. Public Speaking

Public speaking skills are valuable both in your personal life and in your career. Even if you don't regularly engage in public speaking, developing skills in this area will increase your confidence and reduce anxiety about situations in which you may be called upon to speak in public.

Even those who live with social anxiety disorder (SAD) can become confident speakers, with skill development and treatment for anxiety (such as medication or cognitive-behavioral therapy). Below are some key skills held by good public speakers. Public speaking there are four theme, as follows:

1) Informative

Public speaking of this type aims to tell something, whether it's a new thing or the latest information related to an issue or topic. The speaker must conduct in-depth research on the topic to be presented. Or usually, the speaker is an expert in the topic to be discussed. We usually find this type of public speaking like this in business presentations, lectures that bring in guest lecturers, or group presentations in class. What needs to be prepared further besides research is collecting complete facts, but still related to the theme of the presentation. The presentation is considered successful if the audience can understand the purpose of the speaker well.

2) Persuasive

Persuasive type is public speaking, which aims to invite a group of people or individuals to do or believe something. This type can be said to require a speaker who is truly an expert because it is related to the beliefs of others. It could be that the speaker must confront an opposing person or group against the opinion the speaker brings. That is a challenge for public speakers. Religious lecture activities, motivational seminars and product presentations are many examples of persuasive types of public speaking. What must be considered is the target audience that we will face. Our knowledge must be better than our

audience and don't discuss anything that hurts some parties. Indeed, we want to invite to do something, but it's not good if someone doesn't like it because they feel insinuated?

3) Entertain

This type of public speaking is entertaining, or carried out only in certain circumstances. Ever watched stand up comedy? That is one example of an entertaining type of public speaking. People are willing to pay some money to watch speakers who stand up comedy. Isn't it very interesting if we are paid only to talk and make people laugh?

4) Extemporaneous

Actually, this type is not very different from other types of public speaking. But the difference lies in the preparation. The impromptu method does not make special preparations and is done suddenly. For example, giving a welcome speech at a friend's wedding, of course you do not prepare the material that must be said when you congratulate the wedding in front of many people, right? Therefore, not many people are adept at doing public speaking of this type.

Once your social anxiety is manageable, work on developing these skills to improve your ability as a presenter.

1) Stage Presence

Good public speakers appear:

a) Confident comes from choosing a topic you like and researching it well

b) Friendly can be conveyed simply by smiling at your audience.

c) Enthusiastic and Energetic will naturally follow when you enjoy your topic and are well prepared.

2) Voice Control

Your voice is the most important tool you will use as a public speaker. Improve the quality of your voice through diaphragmatic breathing; breathing from your diaphragm instead of your chest. This is how professional singers breathe. It is what helps to make their voices sound fabulous and enables them to hold notes long after most people would be out of breath. Doing so also reduces feelings of breathlessness caused by speech anxiety. This type of breathing will allow you to better control the following aspects of your voice:

a) tone (quality)

b) pitch (high or low)

c) volume of your voice

3) Body Language

Consider your body language and the message that it conveys.

a) Practice standing with a relaxed upright posture.

b) Place your hands at your sides or clasped in front of you, unless you are making a gesture to emphasize a point.

c) Become aware of your facial expressions as well; they should match the message you are delivering. If you're giving an upbeat speech, try to have a relaxed and joyful look on your face.

4) Delivery

When it comes to public speaking, delivery is everything. Even if you have a great voice and good body language, your message will get lost if the audience can't easily follow what you say. Below are some tips for developing good delivery skills.

5) Audience Relations

Good public speakers are in tune with their audience. Public speaking is more than standing in front of a group and talking.

a) Acknowledge your audience right away and begin talking as soon as all eyes are on you. This helps to make you seem more like a "real" person and keeps a conversational tone.

b) If you need to set up equipment, converse with your audience at the same time to keep their attention.

c. Communication

Communication is about moving something: about conveying or sending or delivering some commodity called information. In fact, the word communication has quite a different a root meaning. It derives from the Latin communis meaning common, shared. It belongs to the family of words that includes communion, communism, and community. Until we have shared information with another person, we haven't communicated it. They have to see the information the same way we do. (Barker, Alan, 2000: 01)

Effective spoken communication requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication.

1) Be clear and concise. Vary your tone, pace and volume to enhance the communication and encourage questions

2) Persuading and Negotiating Arriving at an agreement that is agreeable to both sides: a win:win situation. Back up your points with logic. Show tact to those you disagree with.

3) Making a speech in front of an audience: presenting your message in an interesting way, structuring your presentation,

using audio-visual aids effectively and building a rapport with your audience.

4) Communicating effectively in a team

5) Ask for help when you need it. Research suggests that asking for help with something (within reason) makes you more liked by the person you ask!. In communication there are two types, as follows:

1) Monologue

The term "monologue" refers to a speech, given solo, by a character in a movie, play or performance. The monologue is a means of expressing thoughts and emotions. Monologues are often used by commedians and by people auditioning for acting positions or college entrance. There are a variety of types of monologues.

2) Dialogue

Dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives. In dialogue, there is no defending of opinions, and no counterpoints. Instead, you let someone talk and present their viewpoint.

You let them finish their idea without interrupting or asking questions. You listen to understand, not to defend

your own point of view. Your goal is to get in their head, and understand their perspective, not to prove they're wrong and you're right. When it's your turn, you talk and are allowed to finish your thoughts. And here's the key: when you give your viewpoint, you don't give your viewpoint relative to theirs. Dialogue is not a back and forth discussion, not a debate or rebuttal. It's a chance to frame a problem collectively by both independently voicing your perspectives on an issue.

6.   **Context**

Context plays a significant role in pragmatics because it determines the interpretation of the utterances delivered by the speaker. The interpretation of the utterances will be different if the context had been slightly different. Yule (1996: 21), views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002: 2), states that context refers to the knowledge of physical and social world, and the socio, psychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or written. Meanwhile, Mey (1993: 39), argues that the context is more than just a matter of reference and of understanding what thing are about; it gives a deeper meaning to utterances. David Nunan (1993: 7), states that context refers to the situation giving rise to

the discourse and within which the discourse is embedded. From the definition above context is simply defined as the circumstance or situation around which influences the conversation. Thus, it can essential factor in the interpretation of utterances and expressions.

7. **Previous Study**

The researcher conducted this research based on the previous study from two theses and one journal. The first thesis entitled *"An Analysis of speech act on English learning process at SMP Al-Islam Surakarta in academic year 2015/2016",* composed by Agus Susanto, English Education Department, Islamic Education and Teacher Training Faculty of The State Islamic Institute of Surakarta, 2016. In her research, he analyzed the speech act used by teachers in SMP Al Islam Surakarta by Searle's theory. Based on the result of this study, the research shows that there are five types of illocutionary Speech act by the English teacher in classroom communication. They are representatives, expressives, directives, commissives, declaratives. The directive is the most frequent acts while the commissives are the least frequent act. In conclusion, the dominant use of directive act implies that the teacher dominate the conversation. Meanwhile, the purpose of the use of questioning is to activate students' background knowledge and critical thinking.

The second thesis entitled *"A pragmatic Analysis of Illocutionary Acts in English Teaching- Learning Process at SMA N 1 Wates*

Kulonprogo", composed by Destra Wibowo Kusumo, English Education Department at Yogyakarta State University, 2015. In that research, he analyzed the utterances from the teacher. His research focused on the kinds of illocutionary acts that used by the English teacher. The result was there four types of illocutionary acts used by the English teachers at SMA N 1 Wates Kulon Progo. These are 105 representatives, 49 expressives, 278 directives, and 6 commissive. The declarative was not found. The directives were the most frequent illocutionary acts, while the commissives were the fewest.

The researcher also conducted this research based on the previous study from two journals. The first journal entitled *"The Analysis of Illocutionary Acts in The President Joko Widodo's Speech",* composed by Anin Listya K and Nine Febrie Novitasari. In this research, researcher was discussed the used of Illocutionary acts in the utterance of President Joko Widodo's speech in the first when presidency inauguration (2014) and second in 9th KTT East Asia, in Nay Pyi Taw, Myanmar (2014). In this research, researcher found out the types and functions of illocutionary acts used in President Joko Widodo's speech. The descriptive qualitative method was used to analyze the data in this study. The data are presented descriptively because it was described and explain illocutionary acts used by President Joko Widodo such as described the types and the functions of the illocutionary acts found in his speech. The researcher used Searle's theory for the types of illocutionary acts and used Leech's theory for the

functions of illocutionary acts. Spradley's method was used to finding the data for this research. The finding showed that there are five types of illocutionary acts found in this study: assertive, directive, commissive, expressive, and declarative. The type of illocutionary acts found most in this speech was assertive. This study also found four functions of illocutionary acts such as competitive, convivial, collaborative, and conflictive. The function of illocutionary acts found most in this category was collaborative.

The second journal entitled "*Speech Acts in The Great Gatsby Movie Script*" composed by Dewi Winda Ayu Citra. The aim of this research is to show the illocutionary speech acts based on Searle category are used by the main characters that found in "The Great Gatsby" Movie Script and to find out strategies are used to realize the illocutionary acts by the main characters in "The Great Gatsby" Movie Script. There are four types of illocutionary acts based on Searle category, they are representative, directive, commissive, and expressive, and also the strategy of speech acts. The similarity between this thesis and this research focus on analyzing the illocutionary related to the character of the movie. The differences between this thesis and this research can be seen in the thesis an analysis of the illocutionary speech act in a movie.

To know the differences between my thesis with two theses and two journals as the previous study above in the Table 2.3:

Table 2.3 The Differences between My Thesis with Two Thesis and

Two Journals as The Previous Study Above:

No	Title	The Differences
1.	*An Analysis of speech act on English learning process at SMP Al-Islam Surakarta in academic year 2015/2016*	The realization of speech act and the types of speech act used by the teacher in the English learning process.
2.	*A pragmatic Analysis of Illocutionary Acts in English Teaching- Learning Process at SMA N 1 Wates Kulonprogo*	The Type of illocutionary act and the illocutionary function used by the English teacher learning process.
3.	*The Analysis of Illocutionary Acts in The President Joko Widodo's Speech*	The types and the function of illocutionary act used by the President Joko Widodo's Speech
4.	*Speech Acts in The Great Gatsby Movie Script*	The illocutionary speech acts and strategies are used to realize the illocutionary acts by the main characters in "The Great Gatsby" Movie Script
5.	*An Analysis of Illocutionary Act Used by The Lecturers in Teaching and Learning Process on The Speaking Class of The Third Semester in the English Education Department of IAIN Surakarta in Academic year of 2018/2019*	The Type of illocutionary act and the illocutionary functions used by the lecturer during teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type of Research

The researcher used descriptive methods with the qualitative approach in conducting the research. Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible (Merriam, 1998: 5). While descriptive research is research that attempted to tell the current problem solving based on the data so that present data, analyzing and interpreting the data (Cholid, 2005 in Darmawan, 2013: 38).

The researcher employed the descriptive method because the objective of the research was to describe and identify the existence of linguistic elements within a sentence and without counting them the statistics. In this research, descriptive method was used in gathering the data. While the qualitative approach was used for identifying the types of illocutionary acts and illocutionary functions performed by the lecturers in the teaching and learning process on the academic speaking class of the third semester in the English Education Department of IAIN Surakarta in academic years of 2018/2019.

B.   Setting of Research

1.   The Location of the Research

The research was executed at Islamic University, State Islamic Institute of Surakarta (IAIN Surakarta). IAIN Surakarta is located at Pandawa Street 57268, Pucangan, Kartasura, Sukoharjo, IAIN Surakarta have about 4 faculties, those are Islamic Education and Training Faculty, Economics and Business Faculty, Syariah Faculty and the last is Dakwah & Ushuludin Faculty, Every faculty also have many study programs that can be chosen by the students depends on their own purpose. This research conducted in the English Education Department major.

2.   The Time of the Research

In terms of time, the researcher conducted over a period of four meetings in November 2018. The researcher analyzed two speaking lecturers to conduct the research. The speaking utterance that analyzed in this study were male as lecturer and female as lecturer utterance. The researcher was analyzing 4 meetings because the main activities in the lecturers were discussion and evaluation. The research was carried out from September 2018 until January 2019. In detail, the activities can be seen in this following schedule:

Table 3.1 Time of Research

Activities	Sept	Oct	Nov	Dec	Jan
Creative	■				
Proposal		■	■		
Reviewing Literatures			■	■	
Developing Instruments				■	
Collecting and analyzing data				■	
Writing the report				■	
Submitting the documents					■

C. Object of Research

The object of this research was illocutionary acts uttered by the lecturers in teaching and learning process for the academic speaking class of the third semester in the English language education of IAIN Surakarta in the academic year 2018/2019.

D. Subject of Research

The subject of the research is two English lecturers who have taught third semester, especially in academic speaking class at IAIN Surakarta. The amount of English lecturers in academic speaking class for third semester there are three lecturers, but the researcher only chooses two lecturers who teach at the third semester in academic speaking class because of avoiding the large data. In addition, if the researcher chooses more than two lecturers, it will make biases in analyzing the data. Those are because every lecturers have different speech style in speaking while the teaching learning process is ongoing.

E.   Data and Source data

1.   Data

Data means the materials which are used by the researcher. According to Lofland (in Moleong, 2004: 157) that the main data sources in qualitative research is words and actions, the rest is additional data such as documents and others.

The data of this research were the English teachers' utterances used during communicating with the students in the classroom. The data is obtained from two lecturers conversations in classroom on speaking learning process. The data conducted from four times. Every lecturer was conducted twice with different discussion. The female lecturer was discussed about speech and the male lecturer was discussed about debate.

2.   Source Data

The source data of this research are from observation. The researcher observed the teaching and learning process of speaking class at IAIN Surakarta to get the data. The researcher observed two English lecturers because the lecturers are suitable to be observed. The source data of this research are taken from lecturers' utterances at IAIN Surakarta in academic years of 2018/2019. The source of the data of this research from English lecturers is the transcript of utterances lecturers on

English learning process to compare the sentence and the dialogues in English learning process.

F.   Technique of Collecting Data

In this research the researcher used several methods to collect the data. The methods of collecting data in this research are:

1.   Observation

Sutrisno Hadi (1989: 136), stated that the meaning of observation is to be observed and record the phenomenon systematically it is decided as the method of data collection to gain all of the information of speech acts that use the students and the lecturers in teaching and learning process. Jehoda (Hadi, 1989: 136), stated that observation can be used as the method of the research if the validity, reliability, and accurateness of the data can be checked and controlled as the data in the other research. It is also necessary not only to satisfy the curiosity, but also to note and relate the data of the observation with the more general proposition systematically.

This method was considered as the effective way to collect the data about speech acts that use by the lecturers on speaking class of the third semester in the English Education Department in IAIN Surakarta. In this research the researcher also uses taking notes method in order to obtain as asserted by Sudaryanto (1993). By observing the speech acts of the lecturers and the students, the researcher will find the variant of speech

acts that used by them in the class during teaching and learning process. The implementation of observation methods and notes taking technique is useful to formulate the analysis of speech acts (Sudaryanto, 1993: 133). The researcher notes, take notes, and recorded on what happened in the class regarding to the use of speech acts by the lecturers during teaching and learning process.

2. Record

Specifically, the researcher observed, take notes and record the phenomenon in the class about the speech acts of the lectures during teaching and learning process. Therefore, the researcher collects the information of speech acts that used by the lecturers in the form of hard written notes, including the situation and condition of teaching and learning process in the class. The researcher also records the process of teaching and learning in the class using a recorder in order to complete the transcript records of the notes.

In this research the researcher used audio recorder. Silverman (1993: 10), explain that audio-recordings are the significant element of qualitative research. He states that transcript of such recording, based on standardized convention, provides an excellent record of 'naturally occurring' interaction. Form of recording is necessary to note observation in the field as the protocol. In this form, it can be included the demographic information that describe the setting of the field about the time, place, and date where the observation take place (Creswell, 1994:

152). Meleong (2008), stated that recording has several strengths and weakness. The strengths are that recording can be heard many times so that the hesitancy of the data can be checked immediately. It is also can be analyzed by the other researchers. This recording is a strong foundation of the data and can be checked easily at anytime. The weaknesses of this method are: it is spends more time costs and setting of the observation's situation will be annoyed (Meleong, 2008: 180).

The researcher used recording technique to get the lecturers' utterances during the teaching learning process. From the recording data, the researcher will know about the conversation in the class and will be more easy to find the types of illocutionary acts and illocutionary function based on the way to convey used by the lecturers from her utterances. After recording the process of teaching, learning, the researcher will transcribe the recording into written form. The researcher will analyze the types of illocutionary acts and illocutionary functions based on the way to convey used by English lecturers in teaching learning process from the transcribe data.

3.   Transcription

Transcription is the last technique of collecting the data which the researcher write the situation and condition during teaching and learning process in which the researcher also can depict the learning process in the field note. Exactly, the researcher got the data in types of illocutionary

acts from the utterances performed by the lecturers during teaching and learning process.

The data collection process applied in the research were divided into several steps, as follows:

Recording the English teaching and learning process in the class using a video camera and/ or video recorder.

a.   Making transcript of the dialogue from the recording.

b.   Selecting the collected data

c.   Recording the data into the data sheet

d.   Classifying the data.

The data collected was recorded on the data sheet. The data sheet used by the researcher was presented in table 3.2:

Table 3.2 The Data Sheet of the Findings

No	Code	Dialogue	Context	Classification of Illocutionary Acts	Classification of Illocutionary Function	Mean

G.   Technique of Analyzing Data

Miles and Huberman (1994: 12) explain the method of data analysis called an interactive model which is included, four streams of analysis activities in cyclical and interactive process. In this research, the researcher used several techniques to analyze the data. There were 4 techniques used by the researcher to analyze the data in this research, they are data collection, data reduction, data display, conclusion drawing and verification.

1.   Data Collection

As mentioned above, the activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually in order to grasp all of the information needed in the next steps of data analysis.

In the other words, it is the stage where the researcher tries to find out the 'unripe' data that would reduce, displayed, and concluded. In this research, the researcher collected the data of two lecturers they are Mr. Zaenal Arifin, M.Pd and Mrs. Erna Dewikartikasari, M.Pd and students' utterance during teaching and learning in the speaking class of the third

semester in the English language education of IAIN Surakarta in the classroom. The researcher also takes a record to collect the data by recorded the utterances of the lecturers during the lecturing process.

2.   Data Reduction

According to Miles and Huberman (1994: 12), "data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions". They further point out that the data reduction or data condensation process is varied in several ways, such as selection, summary or paraphrase or being subsumed in the larger pattern. After collecting the data of the lecturers' utterance, the researcher continued the research by selecting and simplifying the data so that there is no unimportant locution include the data.

Here the researcher reduces the data that are not important, for example the utterance of the lecturer when he was communicating with the other people by phone. The example of unimportant utterance uttered by the lecturer will be described below:

L: *Hello*

L: *Saya lagi ngajar bu, ada apa?*

The example above was utterances produced by the lecturer that is not important in the teaching and learning process. In this case, the lecturer communicated with the other people when he was explaining about the material to the students. Although the types of this utterance were representative acts, but it was unimportant in the teaching and learning process, because he just informed of the other people by phone that he is conducting the lecturing process at that time. So, the researcher would reduce unimportant data.

3. Data Display

The next step is data analysis is data display. After collecting and reduce the data, the researcher displays the amassed data in organized and compressed information that will lead to the conclusion. The form of qualitative data display includes types of data display is to perform accessible, compact, and organized information on the data. The researcher classified the data about the illocutionary speech acts based on used Yule's theory used by the lecturers in the teaching and learning process in the speaking class of the third semester in the English language

education of IAIN Surakarta an informative table based on the types of

illocutionary acts for each utterance.

4. Conclusion Drawing and Verification

After the data displayed in the table, then the researcher would able

to interpret it and reaches the conclusion and verification. Derived from

the data display in the tables, the next step conducted by the researcher is

describing and interpreting the data about illocutionary acts used by the

lecturer in the teaching and learning process on the speaking class of the

third semester in the English language education of IAIN Surakarta, so

that the conclusions and verification of the speech acts used by the

lecturers can be drawn. The researcher tries to describe the data by

explaining and interpret it in the specific description about the utterance

of the lecturers used in the teaching and learning process.

H. Trustworthiness of Data

A qualitative research needs the trustworthiness of the data. Ensuring

validity and reliability in qualitative research involves conducting the

investigation in an ethical manner (Merriam, 1998: 198). To get the validity of

the data, the researcher uses a triangulation technique to reach credibility of the

data. According to Denzin (1970 in Merriam, 1998: 204), triangulation is one of strategies to enhance internal validity using multiple investigators, multiple source of data, or multiple methods to confirm the emerging findings. Based on the explanation, the researcher uses the data triangulation that is observing the speech acts used by the lectures to understand the types of illocutionary speech acts and the context of the dialogue. Then, the researcher crosses check the dialogue in the script and analyzes the data several times to achieve the validity. Moreover, this study compares the problems of the study related to the theories about the illocutionary speech acts used by the lecturers in teaching and learning process on the speaking class as stated in chapter II in order to get a more valid analysis. The last, the researcher also needs another perspective that is given by the expert of pragmatic study. The expert is a pragmatic lecturer in IAIN Surakarta, Mr. Arkin Haris, M. Hum.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this sub-chapter the researcher presented the research finding that has been collected from observation in the class. Based on the formulation of the problem, the aims of this study are to show the types of illocutionary act in teaching and learning process and the dominant used types of illocutionary by the lecturer in teaching and learning process of the academic speaking class of the third semester in the English Education Department of IAIN Surakarta.

1. The Types of Illocutionary Act Used by lecturers in Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

This research was in the classroom, so the researcher used classroom based on the research design. This research was in the classroom, so the researcher used classroom based research design. The researcher chooses two lecturers and did observation two times in every lecturer. In each meeting, data findings classified into three activities; opening, main activity, and closing. Based on the observation on 8 November until 16 November 2018 about types of illocutionary acts used by the lecturers on English teaching learning process of the third semester of academic

speaking class in IAIN Surakarta, the researcher found five types of illocutionary acts performed by the lecturers according to Yule's theory. They were representative, directive, expressive, commisive and declarative. The researcher found that there were 353 utterances of two lecturers that classified into Yule's theory of illocutionary acts during English teaching learning process. The researcher divided those utterances of the first lecturer and second lecturer separately. The findings can be seen in the following data. In this research the researcher uses coding to explain the data. The coding are:

T1	: number of transcript
08.11.2018	: date of datum
L1	: number of lecturer
M1	: number of meeting
D2	: number of datum in data sheet

a. **Types of Illocutionary Acts used by First Lecturer in The First Meeting During Teaching and Learning Process**

The observation from the first lecturer in the first meeting was doing by the researcher on November 8th 2018 in 3E speaking class. The material of this meeting is about practice debate. The researcher found 100 utterances that include illocutionary acts. Below the detail information from first observation:

The types of illocutionary acts explained as follows:

1) Opening

In opening the class, the lecturer greets the student by using kinds of speech act which can attract the students in the learning process. In opening activity the lecturer performed two types of illocutionary act, it is included expressive and directive. On the analysis of this first lecturer utterance that appear include:

a) Expressive

In the opening activities, the researcher found 1 utterance of expressive acts of greeting. The data is T1/08.11.2018/L1/M1/D1. The lecturer performed the act of greeting that can be seen in the following utterance:

L:*Assalammualaikum wr.wb*

S: *Waalaikumsalam wr. wb*

L:*Good morning everybody*
(T1/08.11.2018/L1/M1/D1)

Based on the dialogue above, the lecturer said "*assalammualaikum*" and greeted the students by saying "*good morning*" context of this utterance happened in opening activity when the lecturer started the lesson that day. The students responded the lecturer greatly. The lecturer opened the lesson excitedly to make the students have spirit and enjoy the

lesson. The lecturer's utterance above is classified as Expressive act since it showed the lecturer feeling in the beginning of the lesson. The expression was the form of greeting. Greeting is usually used by the lecturer to open the lesson.

b) Directive

Beside of performing expressive act, the lecturer also performed a directive act in the opening activity. The researcher found 5 utterances of directive acts. The types of directive speech act were ordering, asking and requesting.

(1) Directive of Ordering

In the opening activities, the researcher found 1 utterance of directive acts of ordering. The data is T1/08.11.2018/L1/M1/D2. The lecturer performed the act of ordering that can be seen in the following utterance:

> L: ***For the first and second group have to conduct debate today.*** (T1/08.11.2018/L1/M1/D2)
>
> Ss: *(Just silent)*

Based on the dialogue above, the lecturer said "*For the first and second group have to conduct debate today*" context of this utterance happened in opening activity when the lecturer ordered to the students for to do

conduct debate that day. The utterance was classified as a directive of ordering because the lecturer ordered the students directly.

(2)   Directive of Asking

In the opening activities, the lecturer also performed a directive of asking. The researcher found 1 utterance during teaching and learning process in the opening activities. The data is T1/08.11.2018/L1/M1/D3. The lecturer performed the act of asking that can be seen in the following utterance:

> L: *For the first and second group have to conduct debate today,* **are you ready? are you ready or not?** (T1/08.11.2018/L1/M1/D3)
>
> Ss: (*Just silent)*

Based on the dialogue above, the lecturer said "*are you ready? are you ready or not?*" context of this utterance happened in opening activity when the lecturer asking to the students ready or not for to do conduct debate that day then they lecturer also said "I hope you ready to get practice in debate because this is the first practice for debate". The utterance was classified as a directive of ordering because the lecturer ordered the students directly.

(3)   Directive of Requesting

In the opening activities, the researcher found 3 utterances of directive acts of requesting. They are data T1/08.11.2018/L1/M1/D4,   T1/08.11.2018/L1/M1/D5, and T1/08.11.2018/L1/M1/D6. One of them, following the conversation:

> L: ***To do that please arrange the sheet face here, face the north, and the background is that wall.*** (T1/08.11.2018/L1/M1/D4)
>
>   Ss: *(Just silent)*

Based on the dialogue above, the lecturer said "*To do that please arrange the sheet face here, face the north, and the background is that wall", t*he context of this utterance happened in opening activity when the students will start the debate, so the lecturer requested the students to make the chair like debate contest. In this utterance was classified as a directive of requesting because the lecturer requesting the students directly.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the first lecturer in the first meeting in opening activity. The table can seen bellow:

Table 4.1

Types of Illocutionary Acts used by The First Lecturer in

The First Meeting in The Opening Activity

Activity	Types of Illocutionary act	Mean	Frequency
Opening	Expressive	Greeting	1
	Directive	Ordering	1
		Asking	1
		Requesting	3
Total			6

From the table above, the researcher found 2 types of illocutionary acts used by the lecturer during teaching and learning process in the opening activity. The types are expressive and directive acts. The researcher found the expressive 1 act, it is greeting, and also the researcher found directive. There were ordering, asking and requesting. The researcher used ordering 1 time, asking 1 time and requesting 3 times.

2) Main Activity

In the main activities, the lecturer performed 78 utterances of illocutionary acts during teaching and learning process. The researcher found three types of illocutionary acts that performed by the lecturer in the first meeting. There were representative, directive, expressive. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Representative

The researcher found 12 utterances of representative acts performed by the lecturer during the main activities in the teaching learning. Those utterances were classified into the representative of stating, explaining, informing, and correcting. The researcher classified those acts bellow:

(1) Representative of Stating

The lecturer performed 2 acts utterance of sating during teaching and learning process in the main activities. The lecturer used this act in order to give some truth his students about something or someone. They are data T1/08.11.2108/L1/M1/D4 and T1/08.11.2018/L1/M1/D39. One of them following the conversation:

L: ***Yak good that the point,*** *and then?* (T1/08.11.2018/L1/M1/D39)

The utterance of "*Yak good that the point*" was classified into the representative of stating. The situation happened when the lecturer said that because the lecturer agree with the student's comment for the first debate that day.

(2) Representative of Explaining

The lecturer performed 3 acts utterance of explaining during teaching and learning process in the main activities.

The purpose of explaining is to give an explanation, the details or the reasons to make something clear or easy to understand. They are data T1/08.11.2018/L1/M1/D10, T1/08.11.2018/L1/M1/D61 and T1/08.11.2018/L1M1/D74. One of them following the conversation:

> L: ***For public speaking is 90 % of your activity is actually of your preparation, and 10% you perform. So what should prepare you have to good perform, prepare the material, like lectures you can see that.*** (T1/08.11.2018/L1/M1/D56.)

The utterance above "*for public speaking is 90 % of your activity is actually of your preparation, and 10% you perform. So what should prepare you have to good perform, prepare the material, like lectures you can see that*" the context situation happened when the lecturer give explanation to the students when the debate perform they have prepare their speaking 90 % and 10% for performing, so they can be good perform, not just prepare the material, the students have to prepare their perform also. This utterance was classified representative of explaining.

(3) Representative of Informing

In the main activities, the lecturer performed 6 acts of representative of informing. The goal of informing is to tell

someone about certain facts they do not know. They are

data   T1/08.11.2018/L1/M1/D15,

T1/08.11.2018/L1/M1/D26,   T1/08.11.2108/L1/M1/D33,

T1/08.11.2018/L1/M1/D43,   T1/08.11.2018/L1/M1/D80

and T1/08.11.2018/L1/M1/D81. One of them following the

conversation:

> L: : ***Okee everybody now we come to first debate***
>
> ***for the first two group that performance day.***
>
> (T1/08.11.2018/L1/M1/D15)

The utterance above "*Okee everybody now we come to*

first debate for the first two group that performance day"

the context situation happened when the lecturer give

information for the students that that day, the debate will

be conducted by the first and second group. This utterance

was classified representative of informing.

(4) Representative of Correcting

The lecturer performed 1 act of representative of

correcting during in teaching and learning in the main

activities. The purpose of correcting is to tell or show

someone that something is wrong ad to make it right. One

of the data is T1/08.11.2018/L1/M1/D66. The lecturer's

performed follow the conversation:

L: ***We do not need you say sorry, but thank you yaah. Please say thank you to the audience, do not say sorry. Please say thank you! Jadi jangan ngomong sorry.*** (T1/08.11.2018/L1/M1/D66)

The utterance above "*We do not need you say sorry, but thank you yaah. Please say thank you to the audience, do not say sorry. Please say thank you! Jadi jangan ngomong sorry*"the context situation happened when the students after practice debate and the students said "sorry" for the audience. The lecturer felt uncomfortable with those words. Therefore, he gave some correction to his students that will be better the students say "thank you" not "sorry" for the audience. The lecturer performed to correct the student's mistake. This utterance was classified representative of correcting.

b) Directive

Directive are those kinds of speech act used by the speaker to get the hearer to do something. These types of speech acts express the speaker's wish in which the future acts are carried out by the hearer. The researcher found 60 utterances from the lecturer performed during teaching and learning process in the main activities on the first meeting. Those are classified into 5

types of directive speech acts. There were asking, requesting, suggesting, ordering, forbidding. Those were explained bellow:

(1)   Directive of Asking or Questioning

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. During the main activities, the researcher found 32 utterances. They are data   T1/08.11.2018/L1/M1/D7, T1/08.11.2018/L1/M1/D13,   T1/08.11.2018/L1/M1/D14, T1/08.11.2018/L1/M1/D19,,   T1/08.11.2018/L1/M1/D20, T1/08.11.2018/L1/M1/D21,   T1/08.11.2018/L1/M1/D22, T1/08.11.2018/L1/M1/D23,   T1/08.11.2018/L1/M1/D24, T1/0.11.2108/L1/M1/D25,   T1/08.11.2018/L1/M1/D27, T1/08.11.2018/L1/M1/D29,   T1/08.11.2018/L1/M1/D30, T1/08.11.2018/L1/M1/D34,   T1/08.11.2018/L1/M1/D35, T1/08.11.2018/L1/M1/D36,   T1/08.11.2108/L1/M1/D40, T1/08.11.2018/L1/M1/D42,   T1/08.11.2018/L1M1/D44, T1/08.11.2018/L1/M1/D50,   T1/08.11.2018/L1/M1/D52, T1/08.11.2018/L1/M1/D53,   T1/08.11.2018/L1/M1/D55, T1/08.11.2018/L1/M1/D57,   T1/08.11.2018/L1/M1/D58, T1/08.11.2018/L1/M1/D64,   T1/08.11.2018/L1/M1/D67,

T1/08.11.2018/L1/M1/D75, T1/08.11.2018/L1/M1/D77, T1/08.11.2018/L1/M1/D78, T1/08.11.2018/L1/M1/D82, T1/08.11.2018/L1/M1/D84. One of them following the conversation:

> L: ***Who is a time counter for to this?***
> Ss: *(Just silent) time counter?*
> L: ***Time counter? Who is counter?***
> Ss: *Time counter?*
> L: ***Yah time counter?*** (T1/08.11.2018/L1/M1/D7)

From the conversation above, the lecturer performed directive of asking or question. It can be shown from the lecturer's question to the student, the lecturer said *"Who is time keeper?"* the context situation happened when the lecturer asking to the student who as time keeper for this debate event that day. From the question the lecturer wanted the student answer it. The lecturer perform to asked the student directly. This utterance was classified directive of asking.

(2) Directive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 11 utterances of directive of requesting from the lecturer's utterances during teaching and learning in the

main   activities.   They   are   data

T1/08.11.2018/L1/M1/D11,   T1/08.11.2108/L1/M1/D16,

T1/08.11.2018/L1/M1/D49,   T1/08.11.2018/L1/M1/D54,

T1/08.11.2018/L1/M1/D56,   T1/08.11.2108/L1/M1/D60,

T1/08.11.2018/L1/M1/D62,   T1/08.11.2018/L1/M1/D63,

T1/08.11.2018/L1/M1/D66,   T1/08.11.2018/L1/M1/D68,

and T1/08.11.2018/L1/M1/D79. One of the them   of

requesting found when the lecturer wanted the students to

make arrange the chair to face north and face south. That

act can be seen in the following sentence:

> L: ***Now please range the sheet face to the north and for the audience move the chair to face the south.*** ((T1/08.11.2018/L1/M1/D11).
>
> Ss: *(Then the students move the chairs.)*

The utterance above "*Now please range the sheet face to the north and for the audience move the chair to face the south.*" context the situation when the lecturer ask for the student to arrange the chair like the lecturer's request. From the lecturer's request, the lecturer wanted the student to do it. This utterance was classified a directive of request because the lecturer's request to the students directly.

(3)   Directive of Suggesting

In the main activities the researcher found 6 utterances of a directive of suggesting from the lecturer's performed during teaching and learning process on the main activity. The aim of suggesting is to give or mention an idea, possibly, plan, and action for other people to consider. During teaching and learning process, some of lecturers ever use suggesting guiding their students better in future. They are data T1/08.11.2108/L1/M1/D31, T1/08.11.2108/L1/M1/D32, T1/08.11.2018/L1/M1/D38, T1/08.11.2018/L1/M1/D41, T1/08.11.2018/L1/M1/D70 and T1/08.11.2018/L1/M1/D76. One of the them of a directive of suggesting following this conversation:

L: ***You should, do not read the text you should prepare your performance.***
(T1/08.11.2108/L1/M1/D32)

The utterance above was classified of directive of suggesting, because when the lecturer said "*You should, do not read the text you should prepare your performance*" the context situation happened when the lecturer give suggestion to the students for prepare their performance before doing debate that day, so the students

did not just read the text but the students also used their body language, voice, emotion and gesture to support their performance during debate. From the lecturer's suggestion, the lecturer wanted the students should more better in the next project.

(4)   Directive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 9 acts that performed by the lecturer. An example of directive of ordering expressed when the lecturer wanted his students give applause for the first group after doing debate that day. The lecturer used the act of ordering to ask his students. They are data T1/08.11.2018/L1/M1/D8,   T1/08.11.2018/L1/M1/D9, T1/08.11.2018L1/M1/D12,   T1/08.11.2018/L1/M1/D17, T1/08.11.2018/L1/M1/D45,   T1/08.11.2018/L1/M1/D65, T1/08.11.2018/L1/M1/D69,   T1/08.11.2018/L1/M1/D71 and T1/08.11.2018/L1/M1/D83. It can be seen in he following example:

L: ***Okey give applause for the first performance.*** (T1/08.11.2018/L1/M1/D42)

Ss: (Give applause for first group).

The conversation above happened when the lecturer said "*Okey give applause for the first performance*" with context when the first group after doing debate then the lecturer give appreciate for the students' performed. The lecturer wanted the other students as the audience give applause for the first group. The lecturer ordered his student by using direct speech act because he had higher position than his students in the classroom.

(5) Directive of Forbidding

Forbidding is used for someone don't do something. In the main activities the researcher found 1 act that performed by the lecturer. They data is T1/08.11.2018/L1M1/D72. One of directive of forbidding when the lecturer the students forbid the students look down when the presentation of debate. It can be seen in he following example:

> L: ***Don't look down, and do not say sorry after your performer.*** (T1/08.11.2018/L1M1/D72)

The utterance above, when the lecturer said "*Don't look down, and do not say sorry after your performer*" the context situation happened when the students as moderator from the first group presentation debate, the

student look at down and say sorry, so the lecturer forbid to do act that because the moderator have to seen the audience did not look at down and do not say sorry.

c) Expressive

Expressive are those words and expression that state what the speaker's feels. It can be thanking, apologizing, stating like, pleasure, sorrow, dislike, and so on. Based on the observation, the researcher found 7 acts of expressive performed by the lecturer in the main activity in the class. It includes thanking and disappointing. Those were explained bellow:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 4 acts that performed by the lecturer. They are data T1/08.11.2018/L1/M1/D18, T1/08.11.2018/L1/M1/D37, T1/08.11.2018/L1/M1/D46 and T1/08.11.2018/L1/M1/D48. One of them of thanking is illustrated the lecturer expressed his gratitude to his students because of their students performance debate in the class. The utterance can be seen bellow:

L: ***Thank you for becaming percobaan***. (T1/08.11.2018/L1/M1/D46)

The utterance above, the lecturer gives appreciate for his students after doing debate that day. The lecturer express his appreciate for his student by saying "*Thank you for becaming percobaan*". This utterance was classified expressive of thanking. All of the acts of thanking in this study were performed by involving the expression of "thank you"

(2) Expressive of Stating disappointing

The purpose of stating disappointing is to show that someone is disappointed toward something. Based on the observation, the lecturer performed an act of stating disappointment. In the main activities the researcher found 3 acts that performed by the lecturer. They are data   T1/08.11.2018/L1/M1/D28, T1/08.11.2018/L1/M1/D51   and T1/08.11.2018/L1/M1/D59. One of them of stating disappointment is exemplified bellow:

> L: **I know because you do not prepare your speech, right?** (T1/08.11.2018/L1/M1/D59)
>
> S: *Yes*

The utterance above, the lecturer said "*I know because you do not prepare your speech, right?*" the

context situation happened when the lecturer disappointed with his student because his students did not enough prepare her perform for debate that day. Actually he hopes that his students prepare this debate performer for that day more his expectation. This utterance was classified expressive of stating disappointing.

From the explanation above, the researcher gave table to show the findings of type of illocutionary acts used by the first lecturer in the first meeting in main activity. The table can be seen bellow:

Table 4.2

Types of Illocutionary Acts Used by The First Lecturer

in The First Meeting in The Main Activity

Activity	Types of Illocutionary Acts	Mean	Freque ncy
Main Activity	Representative	1. Stating 2. Explaining 3. Informing 4. Correcting	2 3 6 1
	Directive	1. Asking 2. Requesting 3. Suggesting 4. Ordering 5. Forbidding	32 13 5 9 1
	Expressive	1. Thanking 2. Disappointin g	4 3
Total			78

From the table above, the researcher found 3 acts of illocutionary acts used by the lecturer during teaching and learning process in the main activity. The lecturer used representative acts there were stating 2 times, explaining 3 times, informing 6, and correcting 1 time. Directive used by the lecturer there were asking 32 times, requesting 13, suggesting 5, ordering 9, and forbidding 1 time. Expressive used by the lecturer there were thanking 4 times and disappointing 3 times.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 16 utterances performed by the lecturer. They include representative, directive, and expressive. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Representative

In the closing activity the lecturer also performed representative utterance. The researcher found 2 utterances of representative, it is include representative of informing and representative of stating. Those were explained bellow:

(1)   Representative of informing

The lecturer during teaching and learning process

on the closing activity also performed representative of informing. Informing is used for give some information about something. The researcher found 1 act of representative of informing. The data is T1/08.11.2018/L1/M1/D91. One act can be seen bellow:

> L: *The roles debate performing, this one is who will explain about who others contain of the members. They adjust member, this one is negative and this one is positive members.* (T1/08.11.2018/L1/M1/D91)

The lecturer's utterance above, the context situation happened when the lecturer give information for the all of his students, because the lecturer wants his students understand about the roles of debate presentation. The utterance above was classified representative of informing.

(2) Representative stating

During closing activity, the researcher found the utterance of representative of stating performed by the lecturer. The lecturer also used representative of stating in closing activity. The researcher found 1 act. The data is T1/08.11.2018/L1/M1/D96. An act of the utterance can be seen bellow:

L: *Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak,* **tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas.** *Body language is necessary to support what you say.* (T1/08.11.2018/L1/M1/D96)

Ss: *Yaaa*

The lecturer said "*Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak,* **tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas.** *Body language is necessary to support what you say*" the context situation happened when the lecturer stated about his students' performed debate that day still not enough good presentation because the students did not used their body language, and their speak still un control. This utterance was classified representative of stating.

b) Directive

In the closing activity, the researcher found 12 utterances of directive. The lecturer also performed directive speech act during teaching and learning process in the closing activity.

The utterance of directive act in the closing activity include directive of asking, directive of suggestion, directive of requesting, directive of ordering, and directive of reminding. Those were explained bellow:

(1)   Directive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the closing activity also performed of directive of asking. The researcher found 4 acts of directive of asking.   They are data   T1/08.11.2018/L1/M1/D85, T1/08.11.2018/L1/M1/D89, T1/08.11.2018/L1/M1/D90   and T1/08.11.2018/L1/M1/D92. One of them can be seen bellow:

> L: ***Untuk   aturannya   dah   jelas   ya?*** (T1/08.11.2018/L1/M1/D90)
> Ss: *Yaaa*

The utterance above, the lecturer said "Untuk aturannya dah jelas ya?" the context situation happened when in the closing activity the lecturer asking to the student about the students have understand about the roles of debating or not. This utterance was classified directive of asking.

(2)   Directive of Suggesting

The lecturer also performed of directive of suggesting during teaching and learning process in the closing activity. The researcher found 1 utterance of directive of suggesting. The data is T1/08.11.2018/L1/M1/D87. An act can be seen bellow:

> L: *Mahasiswane diem aja,* ***yang harusnya heboh itu kalian, ora mung meneng wae****.* (T1/08.11.2018/L1/M1/D87)

The utterance above, the context situation happened when the lecturer give suggestion for the students for active during in teaching learning in the class. The lecturer said "*Mahasiswane diem aja, yang harusnya heboh itu kalian, ora mung meneng wae.*" because the students less active, so the lecturer wants the students more active not just silent during teaching process. Because this is place for them for speak not just silent. This utterance was classified directive of suggesting.

(3)   Directive of Requesting

The lecturer also performed directive act during teaching and learning process in the closing activity.

The directive act was classified directive of requesting. The researcher found 3 utterances performed by the lecturer. They are data   T1/08.11.2018/L1/M1/D88, T1/08.11.2018/L1/M1/D93, T1/08.11.2018/L1/M1/D99. One of them   can be seen bellow:

> L: *Mahasiswane diem aja, yang harusnya heboh itu kalian, ora mung meneng wae.* **Oke for the next debate please have enough preparation especially the way you speak, how to speak, how to say. You need to get practice for thing that you have to say.** (T1/08.11.2018/L1/M1/D88)
>
> Ss: *Yes sir*
>
> L: *Yak okey* **please get better for the next debate you have to preparation.**

The conversation above, the lecturer requested to the students for prepare the presentation of debate for next week have to be better than that day. The students have to prepare how they speak, how they used their body language by saying "*Oke for the next debate please have enough preparation especially the way you speak, how to speak, how to say. You need to get practice for thing that you have to say.*" and also said "*Yak okey please get better for the next debate you have to preparation.*"

(4) Directive of Ordering

Ordering and requesting was same. But request is more polite than order. The lecturer beside used directive of requesting also used directive of ordering during teaching and learning process in closing activity. The researcher found 3 utterances of directive of ordering. They are data T1/08.11.2018/L1/M1/D94, T1/08.11.2018/L1/M1/D97 and T1/08.11.2018/L1/M1/D98. One of them can be seen bellow:

> L: *What you say ki hlo yaa,* **use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo.** (T1/08.11.2018/L1/M1/D97)
>
> S: *Yaaa*

The lecturer's utterance above, happened when the lecturer ordered to the students for the students' body language during debate presentation for good perform. The lecturer said "*use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu*

track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo." because that day the student did not used their body language, so in the next week the lecturer ordered the student to used body language. This utterance was classified directive of ordering.

(5) Directive of Reminding

Warning is purpose for prohibited someone to do something. In the closing activity, the lecturer also performed directive of warning. The researcher found 1 act of directive of reminding during teaching and learning process in the closing activity. The data is T1/08.11.2018/L1/M1/D95. An act can be seen bellow:

> L: *Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. **Yak, don't forget to use your body language when you say something yak**, tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas. Body language is necessary to support what you say. (*T1/08.11.2018/L1/M1/D95)
>
> Ss: *Yaaa*

The utterance above, the lecturer remind his t students for the next week the students have to use their body language during presentation debate by saying

"*Yak, don't forget to use your body language when you say something yak*" this utterance was classified directive of reminding.

c) Expressive

The researcher found 2 acts of expressive during teaching and learning process in the closing activity performed by the lecturer. It is include expressive of stating disappointing and expressive of greeting. Those were explained bellow:

(1) Expressive of Stating disappointing

Expressing of disappointing is express disappointed someone about something or someone. The lecturer also performed expressive of disappointing during teaching and learning process in the closing activity because the students performed debate that day. The researcher found 1 act of expressive of expressive disappointing. The data is T1/08.11.2018/L1/M1/D86. An actcan be seen bellow:

L: *Gor iki tok?* **Kok koyo kurang semangat ngunu, sek semangat malah aku tok malah, heboh sendiri, saya heboh sendiri dari tadi ya**. (T1/08.11.2018/L1/M1/D86)

Ss: *Iyaa*

The utterance above showed that the lecturer disappointed with the students because the students less spirit for debate presentation that day. The lecturer said "*Kok koyo kurang semangat ngunu, sek semangat malah aku tok malah, heboh sendiri, saya heboh sendiri dari tadi ya"* wanted the students in the next week or in the next meeting have to more spirit not like this day. This utterance was classified expressive of sating disappointing.

(2) Expressive of Greeting

Greeting usually used for opening and closing the agenda. This utterance of greeting was used in the closing activity during teaching and learning process performed by the lecturer. The researcher 1 act of expressive of greeting. The data is T1/0811.2018/L1/M1/D100. An act can seen bellow:

L: ***Wassalammualaikum wr.wb*** (T1/0811.2018/L1/M1/D100)

Ss*: Waalaikumsalam wr.wb.*

The lecturer closing this class that day by saying *"Wassalammualaikum wr.wb".* The context situation happened when the lecturer close this class for that

day. This utterance was classified expressive of greeting.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the first slecturer in the first meeting in the closing activity. The table can be seen bellow:

Table 4.3

Types of Illocutionary Acts Used by The First Lecturer

in The First Meeting in The Closing Activity

Activity	Types of Illocutionary Acts	Mean		Frequency
Closing Activity	Representative	1.	Informing	1
		2.	Stating	1
	Directive	1.	Asking	4
		2.	Suggesting	1
		3.	Requesting	3
		4.	Ordering	3
		5.	Reminding	1
	Expressive	1.	Disappointing	1
		2.	Greeting	1
Total				16

From the table above, the researcher found 3 acts of illocutionary acts during teaching and learning process in the closing activity, there were representative, directive and expressive. The lecturre used the representative acts threre were

informing 1 time and stating 1 time. The lecturer used the directive acts there were asking 4 times, suggesting 1, requesting 3, ordering 3, and reminding 1 time. The lecturer also used the expressive acts there were disappointing 1 time and greeting for closing the activity 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary acts used by the first lecturer in the first meeting during the teaching and learning process. The table can be seen bellow:

Table 4.4

Data Findings of The Types of Illocutionary Act Used by The First Lecturer in Teaching and Learning Process on The First Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

Lecturer 1 and Meeting 1				
N o	Activity	Types of Illocutionary Acts	Mean		Freque ncy
1.	Opening	Directive	1. Asking 2. Ordering 3. Requesting	1 1 3
		Expressive	1. Greeting	1
2.	Main Activity	Representative	1. Stating 2. Explanation 3. Informing	2 3 6

			4.	Correcting	1
		Directive	1.	Asking	33
			2.	Ordering	9
			3.	Requesting	11
			4.	Suggesting	5
			5.	Forbidding	1
		Expressive	1.	Thanking	4
			2.	Stating of disappointing	3
3.	Closing	Representative	1.	Stating	1
			2.	Informing	1
		Directive	1.	Asking	4
			2.	Ordering	3
			3.	Requesting	3
			4.	Suggesting	1
			5.	Reminding	1
		Expressive	1.	Sating of disappointing	1
			2.	Greeting	1
Total					100

From the table above, the researcher found the illocutionary acts used by the lecturer during teaching and learning process from the opening activity until closing activity. The researcher found 100 utterance of illocutionary acts. The lecturer used 3 types of illocutionary acts. They were representative, directive and expressive. From 100 utterances, representative was used 14 times, directive 76 times and expressive 10 times. The most dominant illocutionary acts used by the first lecturer during teaching and learning process on the first meeting was directive, there were 76 times.

b. Types of Illocutionary Acts used by First Lecturer in The Second Meeting During Teaching and Learning Process

The observation from the first lecturer in the second meeting was doing by the researcher on November 15th 2018 in 3E speaking class. The material of this meeting is about continue practice debate from the last week. The researcher found 84 utterances that include illocutionary acts. Below the detail information from first observation:

The types of illocutionary acts explained as follows:

1) Opening

In the opening activities, the lecturer performed two acts, it is include expressive and directive. The researcher found 3 utterances performed by the first lecturer during teaching and learning process in opening activity in the second meeting. On the analysis of this first lecturer utterance that appear include:

a) Expressive of Greeting

In the opening activity, the lecturer performed an expressive act of greeting. The act of greeting was performed in the beginning of the lesson when the lecturer wanted opening the lesson. The data is T3/15.11.2019/L1/M2/D1. The lecturer performed the act of greeting that can be seen in the following sentence:

L: *Assalammualaikum wr.wb*

Ss: *Waalaikumsalam wr.wb*

L: ***Good morning everybody!*** *(T3/15.11.2019/L1/M2/D1)*

Ss: Good Morning sir

The utterance of "Assalammualaikum wr.wb" is categorized into expressive of greeting because the lecturer expressed his feeling of enthusiastic in the opening the lesson. The lecturer also said "Good morning everybody". The students responded the lecturer greatly. The lecturer opened the lesson excitedly to make the students have spirit and enjoy the lesson. The lecturer utterance above was classified Expressive of greeting act since it showed from the lecturer feeling in the beginning of the lesson.

b) Directive

In the beginning of the lesson, the lecturer also performed directive act. It is include directive of asking and directive of requesting. Those were explained bellow:

(1) Directive of Asking

The lecturer in the opening activity performed directive of asking. Before start the lesson the lecturer asking about the preparation of doing debate that day to continued debate last week. The researcher found 1 act of directive of asking. The data is T3/15.11.2019/L1/M2/D2. An act can be seen bellow:

> L: *Yak, today we have to performance right?*
>
> Ss: Yes
>
> L: *And for the first is ?*
> (T3/15.11.2019/L1/M2/D2)
>
> S: Aku sek maju og

The conversation above happened when the lecturer asked to the students about the students have to presented debate again continues debate last week by saying *"Yak, today we have to performance right?"*. The lecturer also asked who the first member who present debate first by saying *"And for the first is ?"*. This lecturer's utterance was classified directive of asking in the beginning class.

(2) Directive of Requesting

In the beginning class the lecturer also performed of directive act. The researcher found 1 act of directive of requesting in the opening activity. Tha data s T3/15.11.2019/L1/M2/D3. An act can be seen bellow:

> L: *Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the question to the member of the group feeling probably yaa.*(T3/15.11.2019/L1/M2/D3).

The utterance above, before start debate the lecturer remind to the students and also requested to the students for pay attention during the third group performed debate by saying "*Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the question to the member of the group feeling probably yaa*". The utterance above was classified directive of requesting.

From the explanation above, the researcher gave table to show the finding of the types of illocutionary acts used by the first lecturer in the opening activity. The table can be show:

Table 4.5

Types of Illocutionary Acts Used by The First Lecturer

in The Second Meeting in The Opening Activity

Activity	Types of Illocutionary Acts	Mean	Frequency
Opening	Expressive	Greeting	1
	Directive	1. Asking 2. Requesting	1 1
Total			3

From the table above, the researcher found 2 acts of illocutionary acts used by the lecturer in the opening activity. The

lecturer used expressive and directive act. The expressive was used 1 time, it was include greeting. The directive there were asking 1 time and requesting 1 time.

2) Main Activity

In the main activity, the lecturer performed three acts, it includes representative, directive and expressive. The researcher found 68 utterances performed by the first lecturer during teaching and learning process in the main activity in the second meeting. On the analysis of this first lecturer utterance that appear include:

a) Representative

In the second meeting during teaching and learning process in the main activity the researcher found 13 utterances performed by the first lecturer. The utterance include representative of stating, explaining, correcting, confirming and informing. Those were explained bellow:

(1) Representative of Stating

The lecturer used this act in order to give some truth his students about something or someone. The researcher found 6 utterances of representative of stating performed by the lecturer in the main activity.They are data T3/15.11.2019/L1/M2/D9, T3/15.11.2019/L1/M2/D22, T3/15.11.2019/L1/M2/D34,

T3/15.11.2019/L1/M2/D44, T3/15.11.2019/L1/M2/D50 and T3/15.11.2019/L1/M2/D56. One of them can be seen bellow:

> L: ***Okey good the correction from the time manager*** *there are so many things doesn't include only the time location used by the members of the group and also the expression used by the members of the group.* ***Good. Okey that good point for the time managers*** *because she also pay attention the members performed.* (T3/15.11.2019/L1/M2/D9).

The lecturer said "*Okey good the correction from the time manager*" and also said "*Good. Okey that good point for the time managers*". The context situation happened when the lecturer gives states for the student's correction for the present debate from the third group. The lecturer agrees with the time manager's statement. This utterance was classified representative of stating.

(2) Representative of explaining

In the main activity on the second meeting, the researcher found 3 acts from the lecturer's performed. The purpose of explaining is to give an explanation, the details or the reasons to make something clear or easy to understand. They are data T3/15.11.2019/L1/M2/D21, T3/15.11.2019/L1/M2/D23 and

T3/15.11.2019/L1/M2/D33. One of them can be seen bellow:

> L: ***It is mean that audience that know what you say, actually you said that, yak? So it is not the matter of the context but it is the matter of the way you express the context and the way the expression and probably your voice that is support your expression, probably you provide dynamic of your voice something like for the point you say be louder than be explanation probably "or the parent or for the school or for the children" that probably more audible and that beneficial for you to make the other group understand what you say and they can provide something that you say "I think it is not the point" for example***, *yak?*
> (T3/15.11.2019/L1/M2/D23)
> S: *Yes sir.*

The lecturer's utterance above, it was classified representative of explaining. This situation happened when the lecturer explained about the way the students have to speak up when debate presentation and the way the student express their argument during debate presentation, so the audience can understand with their argument or their statement, so the lecturer explained it clearly.

(3) Representative of Correcting

The purpose of correcting is to tell or show someone that something is wrong ad to make it right. In the main activity performed by the first lecturer, the

researcher found 1 act of representative of correcting. The data is T3/15.11.2019/L1/M2/D32. An act can be seen bellow:

> L: *oh ya focus ya not focyuus actually mbak conclude yak not focyus but focus* (T3/15.11.2019/L1/M2/D32)

The utterance above, it was happened when the lecturer correcting how to spell focus for the students. Because in this class still there was students miss a pronountiation word of focus. This utterance was classified representative of correcting.

(4) Representative of Confirming

The purpose of confirming is to establish the truth or correctness of something previously believed to the case. The lecturer in the main activity on the second meeting produced an utterance related to the confirming acts. The researcher found 1 act of representative of confirming. The data is T3/15.11.2019/L1/M2/D37. An act can seen bellow:

> L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complain yaa. **Iya It is not complain from the audience but also complain become from the performance*** (T3/15.11.2019/L1/M2/D37)

The utterance above, the lecturer said "*Iya It is not complain from the audience but also complain become*

from the performance" the context situation happened when the lecturer confirmed about the complaint of the argument. The comment should from the audience did not from the member who performed debate that day, and the member has to accept all of the comment from the audience, did not gave the comment for the audience because the audience as judges in the debate presentation. This utterance was classified representative of confirming.

(5) Representative of Informing

In the main activities, the lecturer performed 2 acts of representative of informing. The goal of informing is to tell someone about certain facts they do not know. They are data T3/15.11.2019/L1/M2/D40 and T3/15.11.2019/L1/M2/D49. One of them following the conversation:

> L: **If you perform well the audience automatically listen to your performance yah.** (T3/15.11.2019/L1/M2/D40)

The utterance above, was classified representative of informing. The lecturer performed representative of informing by saying "*If you perform well the audience automatically listen to your performance yah*" the

context situation happened when the lecturer gave information about when the perform debate well automatically the audience will pay attention to the performer.

b) Directive

Directive are those kinds of speech act used by the speaker to get the hearer to do something. These types of speech acts express the speaker's wish in which the future acts are carried out by the hearer. The researcher found 51 utterances from the lecturer performed during teaching and learning process in the main activities. Those are classified into 6 types of directive speech acts. There were asking, requesting, suggesting, ordering, forbidding and warning. Those were explained bellow:

(1) Directive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. The lecturer during teaching and learning process in the main activity on the second meeting also performed of directive of asking. The researcher found 19 acts of

directive of asking. Theya re data T3/15.11.2019/L1/M2/D8, T3/15.11.2019/L1/M2/D13, T3/15.11.2019/L1/M2/D14, T3/15.11.2019/L1/M2/D15, T3/15.11.2019/L1/M2/D16, T3/15.11.2019/L1/M2/D17, T3/15.11.2019/L1/M2/D18, T3/15.11.2019/L1/M2/D19, T3/15.11.2019/L1/M2/D20, T3/15.11.2019/L1/M2/D26, T3/15.11.2019/L1/M2/D28, T3/15.11.2019/L1/M2/D29, T3/15.11.2019/L1/M2/D30, T3/15.11.2019/L1/M2/D36, T3/15.11.2019/L1/M2/D55 T3/15.11.2019/L1/M2/D61 T3/15.11.2019/L1/M2/D63, T3/15.11.2019/L1/M2/D65 and T3/15.11.2019/L1/M2/D68. One of them can be seen bellow:

> L: ***So what does week ness the school don't have benefit for this ?*** (T3/15.11.2019/L1/M2/D19)
> S: *They have to improve and increase the facilities school.*

The conversation above happened when the lecturer asking to the students about the weak ness the school don't have benefit for the topic debate that day by saying "*So what does week ness the school don't have benefit for this?*". This utterance was classified directive of asking because the lecturer asking for the student with directly.

(2) Directive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 17 utterances of a directive of requesting from the lecturer's utterances during teaching and learning in the main activities. One of the data of requesting found when the lecturer wanted the students to explain their argument or comment in English. They are data T3/15.11.2019/L1/M2/D5, T3/15.11.2019/L1/M2/D6, T3/15.11.2019/L1/M2/D10, T3/15.11.2019/L1/M2/D11, T3/15.11.2019/L1/M2/D24, T3/15.11.2019/L1/M2/D27, T3/15.11.2019/L1/M2/D31, T3/15.11.2019/L1/M2/D41, T3/15.11.2019/L1/M2/D42, T3/15.11.2019/L1/M2/D45, T3/15.11.2019/L1/M2/D46, T3/15.11.2019/L1/M2/D48, T3/15.11.2019/L1/M2/D51, T3/15.11.2019/L1/M2/D52, T3/15.11.2019/L1/M2/62 and T3/15.11.2019/L1/M2/D64. One of them can be seen in the following sentence:

> S: *Ya saya Cuma mau itu ya*
> L: ***In English please! Because this english class.*** (T3/15.11.2019/L1/M2/D11)

The conversation above, happened when the lecturer wanted the student to explain the comment

from the audience used English did not use Indonesia language by saying "*In English please! Because this English class*". This utterance was classified directive of requesting because the lecturer's request to the student directly.

(3) Directive of Suggesting

In the main activities the researcher found 1 utterance of a directive of suggesting from the lecturer's performed during teaching and learning process on the main activity. The aim of suggesting is to give or mention an idea, possibly, plan, and action for other people to consider. During teaching and learning process, some of lecturers ever use suggesting guiding their students better in future. .The data is T3/15.11.2019/L1/M2/D25 One of the act of a directive of suggesting following this conversation:

> L: *Okey other questioner or other comment please to make this experience of debating this exam.* ***Biar agak berkembang gitu hlo tidak hanya nunu ngunu kui, dari kemaren gitu gitu aja, nggak yaa sudah ada perkembangan bagus yaa*** (T3/15.11.2019/L1/M2/D25)
>
> S: *Iyaa*

The utterance above, the lecturer gives suggestion for this class to make debate more life did not flat there

is no response. The lecturer said "*Biar agak berkembang gitu hlo tidak hanya nunu ngunu kui, dari kemaren gitu gitu aja, nggak yaa sudah ada perkembangan bagus yaa*" because the lecturer wants the students give comment or suggestion for the third group performed debate that day, so the situation not bored and the debate performed more live. This utterance was classified directive of suggestion.

(4) Directive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 12 acts that performed by the lecturer. An of data of directive of ordering expressed when the lecturer wanted his students pay attention when the other group performed debate. The lecturer used the act of ordering to ask his students. They are data T3/15.11.2019/L1/M2/D53, T3/15.11.2019/L1/M2/D54, T3/15.11.2019/L1/M2/D57, T3/15.11.2019/L1/M2/D59, T3/15.11.2019/L1/M2/D69, T3/15.11.2019/L1/M2/D67, T3/15.11.2019/L1/M2/D66, T3/15.11.2019/L1/M2/D71. One of them can be seen in he following example:

L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance.* **You should pay attention everybody**. (T3/15.11.2019/L1/M2/D38)

This utterance above was classified directive of ordering. The lecturer ordered his students to pay attention to the other group performed debate that day by saying "*You should pay attention everybody*" because if the students did not pay attention the group who performed debate that day, will be there is misunderstanding between the performer and the audience. So the lecturer ordered the students have to pay attention during debate performed.

(5) Directive of Forbidding

Forbidding is used for someone don't do something. In the main activities the researcher found 1 act that performed by the lecturer. An data of directive of forbidding when the lecturer the students forbade the students who as the affirmative team for did not give complaint for the audience. The data is T3/15.11.2019/L1/M2/D39. It can be seen in he following example:

L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance. You should pay attention everybody.* **Do not say like that ya!** *If you perform well the audience automatically listen to your performance yah.* (T3/15.11.2019/L1/M2/D39)

S: *Yah of course*

The conversation above, the lecturer said "*Do not say like that ya!*" the context situation happened when the team affirmative gives complain about the audience, did not pay attention them, whereas the team affirmative should make the audience pay attention to their best performer, because automatically if the member who performed debate well the audience automatically pay attention to them. So the lecturer forbade the team affirmative to do like that. This utterance was classified directive of forbidding.

(6) Directive of Warning

A warning is performed to make someone realize the possible danger or problem especially in the future. The researcher found 1 act of directive of warning during teaching and learning process in the main

activity performed by the lecturer. The data is T3/15.11.2019/L1/M2/D70. An act can be seen bellow:

> L: ***Jangan lupa besok cari lcd yang baik dan benar jangan nomer 10 atau nomer 3. Jangan yang merk hitachi,*** *pengalaman kalo hitachi mesti ngeblur, kalo nggak blur nggak bisa konek.* (T3/15.11.2019/L1/M2/D70)

This utterance above, the lecturer said "***Jangan lupa besok cari lcd yang baik dan benar jangan nomer 10 atau nomer 3. Jangan yang merk hitachi***" it is the lecturer wants the students in the next meeting for take the good LCD and the lecturer also gave warning to the student don't take the LCD number 10 and 3 and don't take LCD merk hitachi. This utterance was classified directive of warning.

c) Expressive

Expressive are those words and expression that state what the speaker's feels. It can be thanking, apologizing, stating like, pleasure, sorrow, dislike, and so on. Based on the observation, the researcher found 1 act of expressive performed by the lecturer in the main activity in the class. It includes thanking . Those were explained bellow:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 4 acts that performed by the lecturer. An data of thanking is illustrated the lecturer expressed his gratitude to his students because of their students performance debate in the class. They are data T3/15.11.2019/L1/M2/D35, T3/15.11.2019/L1/M2/D47, T3/15.11.2019/L1/M2/D58 and T3/15.11.2019/L1/M2/D60. One of them can be seen bellow:

L: *Ok, thank you for the performance.*
(T3/15.11.2019/L1/M2/D60)

The utterance above, the lecturer gives appreciate for his students after doing debate that day. The lecturer expressed his appreciate for his student by saying "*Ok, thank you for the performance.*". This utterance was classified expressive of thanking. All of the acts of thanking in this study were performed by involving the expression of "thank you"

From the explanation above, the researcher gave table to show the findings of type of illocutionary acts used by the first lecturer

in the second meeting in main activity. The table can be seen bellow:

Table 4.6

Types of Illocutionary Acts Used by The First Lecturer in

The Second Meeting in The Main Activity

Activity	Types of Illocutionary Acts	Mean	Frequency
Main Activity	Representative	1. Stating 2. Explaining 3. Informing 4. Correcting 5. Confirming	6 3 2 1 1
	Directive	1. Asking 2. Requesting 3. Suggesting 4. Ordering 5. Forbidding 6. Warning	19 17 1 12 1 1
	Expressive	1. Thanking	4
Total			68

From the table above, the researcher found 3 acts used by the lecturer during teaching and learning process in the main activity. The lecturer used representative act there were stating 6 times, explaining 3, correcting 1, confirming 1, and informing 2 times. The directive was used there were asking 19 times, requesting 17, ordering 12, suggesting 1, forbidiing 1, and warning 1 time. The lecturer also used expressive act, there were thanking 4 times.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 13 utterances performed by the lecturer. They include directive, commisive and expressive . On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Directive

In the closing activity, the researcher found 10 utterances of directive. The lecturer also performed a directive speech act during teaching and learning process in the closing activity. The utterance of directive act in the closing activity include directive of asking, directive of ordering, and directive of warning. Those were explained bellow:

(1) Directive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the closing activity also performed of directive of asking. The researcher found 3 acts of directive of asking. They are data T3/15.11.2019/L1/M2/D72, T3/15.11.2019/L1/M2/D77 and T3/15.11.2019/L1/M2/D78. One of them can be seen bellow:

L: *Waktunya habis?*

Ss: *Dah habis*

L: *Ada pertanyaan?* (T3/15.11.2019/L1/M2/D72)

Ss: *Nothing*

The conversation above, the lecturer asking to the student about the time is over for that day by saying "*Waktunya habis?*" and also the lecturer said "*Ada pertanyaan?*"context situation happened when the lecturer wants to closing the activities that day, but before the lecturer closed the teaching learning the lecturer asking to the students still there is question or not. The utterance above was classified directive of asking.

(2) Directive of Ordering

Ordering and requesting was same. But the request is more polite than order. The lecturer also used directive of ordering during teaching and learning process in closing activity. The researcher found 6 utterances of a directive of ordering. They are data T3/15.11.2019/L1/M2/D73, T3/15.11.2019/L1/M2/D75, T3/15.11.2019/L1/M2/D76, T3/15.11.2019/L1/M2/D79, T3/15.11.2019/L1/M2/D80 and

T3/15.11.2019/L1/M2/D82. One of them can be seen bellow:

> L: ***Oh ya, please very body log in, bikin akun edmodo ya.*** (T3/15.11.2019/L1/M2/D73)

In the closing activity, the lecturer before closed activities learning, that day, the lecturer ordered the students to login in edmodo account for submited the students' project by saying "*Oh ya, please very body log in, bikin akun edmodo ya.*". This utterance was classified directive of ordering.

(3) Directive of warning

A warning is performed to make someone realize the possible danger or problem especially in the future. The researcher found 1 act of directive of warning during teaching and learning process in the closing activity performed by the lecturer. The data is T3/15.11.2019/L1/M2/D81. An act can be seen bellow:

> L: ***Jangan baca!*** (T3/15.11.2019/L1/M2/D81)

The utterance above, the lecturer said "*Jangan baca!*" the context situation happened when the lecturer gave project for his students to make a video review their performed about debate that day by self, but when

the students make a video they did not read the text. This utterance was classified directive of warning.

b) Commisive

Commisive are those kinds of speech acts performed by the speakers to commit themselves to future actions. In this study, commisives appeared in 1 utterance. The utterance was classified into promise. Promise is purpose for commite someone will to do something in the future. The data is T3/15.11.2019/L1/M2/D74. An act can be seen bellow:

> L: ***Nanti saya share di group***, *kita nanti kumpulkan disana terutama yang mid semester.* (T3/15.11.2019/L1/M2/D74)

The utterance above, the lecturer said "*Nanti saya share di group*" the context situation happened when the lecturer promise will be share link of edmodo in the group of this class. This utterance was classified commiseve of promise.

c) Expressive

The researcher found 2 acts of expressive during teaching and learning process in the closing activity performed by the lecturer. It is include expressive of stating thanking and expressive of greeting. Those were explained bellow:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the closing activities the researcher found 1 act that performed by the lecturer. An example of thanking is illustrated the lecturer expressed his gratitude to his students because of their students' attention for that day during teaching learning process. The data is T3/15.11.2019/L1/M2/D83. The utterance can be seen bellow:

L: ***Yak thank you for your attention.***
(T3/15.11.2019/L1/M2/D83)

The utterance above, the lecturer closing this activity by saying "*Yak thank you for your attention.*" because during teaching learning process the students always pay attention the lecturer so the lecturer exxprees his feeling by saying like that. This utterance was classifies expressive of thanking.

(2) Expressive of Greeting

Greeting usually used for opening and closing the agenda. This utterance of greeting was used in the closing activity during teaching and learning process

performed by the lecturer. The researcher 1 act of

expressive of greeting. The data is

T3/15.11.2019/L1/M2/D84. An act can seen bellow:

L: ***Wassalammualaikum wr.wb***
(T3/15.11.2019/L1/M2/D84)

Ss*: Waalaikumsalam wr.wb.*

The lecturer closing this class that day by saying

"Wassalammualaikum wr.wb". The context situation

happened when the lecturer close this class for that day.

This utterance was classified expressive of greeting.

From the explanation above, the researcher gave table to show

the findings of types of illocutionary acts used by the first lecturer

in the second meeting in the closing activity. The table can be seen

bellow:

Table 4.7

Types of Illocutionary Acts Used by The First Lecturer in The

Second Meeting in The Closing Activity

Activity	Types of Illocutionary Acts	Mean		Frequency
Closing Activity	Directive	1.	Asking	3
		2.	Ordering	6
		3.	Warning	1
	Commisive	1.	Promise	1
	Expressive	1.	Thanking	1
		2.	Greeting	1

Total	13

From the table above, the researcher found 3 acts of illocutionary act used by the lecturer in the closing activity. There were directive, commmisive and expressive. The lecturer used directive there were asking 3 times, ordering 6, and warning 1 time. Commisie there were 1 time and also expressive there were thanking 1 time, and greeting for closing 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary acts used by the first lecturer in the second meeting during the teaching learning process. The table can be seen bellow:

Table 4.8

Data Findings of The Types of Illocutionary Act Used by The First Lecturer in Teaching and Learning Process on The Second Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No	Activity	Types of Illocutionary Acts	Mean	Frequency
		Lecturer 1 and Meeting 2		
1.	Opening	Directive	1. Asking 2. Requesting	1 1

		Expressive	1. Greeting	1
2.	Main Activity	Representative	1. Stating	6
			2. Explanation	3
			3. Informing	2
			4. Correcting	1
			5. Confirming	1
		Directive	1. Asking	19
			2. Ordering	12
			3. Requesting	17
			4. Suggesting	1
			5. Forbidding	1
			6. Warning	1
		Expressive	1. Thanking	4
3.	Closing	Directive	1. Asking	3
			2. Ordering	6
			3. Warning	1
		Commisive	1. Promise	1
		Expressive	1. Thanking	1
			2. Greeting	1
Total				84

Based on the table above, the researcher found 4 acts used by the first lecturer in the second meeting during teaching and learning process. They were representative, directive, commisive and expressive. From 84 uttrenaces representative was used 13 times, directive 63 times, commisive 1 time, and also expressive 7 times. From the utterance above, the most dominant illocutionary acts used by the lecturer was directive, there 63 times.

c. **Types of Illocutionary Acts used by Second Lecturer in The First Meeting During Teaching and Learning Process**

The observation from the second lecturer in the first meeting was done by the researcher on November 9th 2018 in 3C speaking class. The

material of this meeting is about speech . This meeting was discussed about utopian society and the lecturer want the students speech on the front of the class with a utopian society topic. The researcher found 93 utterances that include illocutionary acts. Below the detail information from first observation:

The types of illocutionary acts explained as follows:

1) Opening

In opening the class, the lecturer greets the student by using kinds of speech act which can attract the students in the learning process. In opening activity the lecturer performed four types of illocutionary act, it is included expressive and directive. On the analysis of this second lecturer utterance that appear include:

a) Expressive

In the opening activities, the researcher found 1 utterance of expressive acts of greeting. The lecturer performed the act of greeting. The data is T2/09.11.2018/L2/M1/D1. The act can be seen in the following utterance:

L:*Assalammualaikum   wr.wb*
(T2/09.11.2018/L2/M1/D1)

Ss: *Waalaikumsalam wr.wb*

Based on the dialogue above, the lecturer said *"assalammualaikum"* context of this utterance happened in opening activity when the lecturer started the lesson that

day. The students responded the lecturer greatly. The lecturer opened the lesson excitedly to make the students have spirit and enjoy the lesson. The lecturer's utterance above is classified as Expressive act since it showed the lecturer feeling in the beginning of the lesson. The expression was the form of greeting. Greeting is usually used by the lecturer to open the lesson.

b) Representative

The researcher found 2 utterances of representative acts performed by the lecturer during the opening activities in the teaching learning. Those utterances were classified into the representative of informing. They are data T2/09.11.2018/L2/M1/D2 and T2/09.11.2018/L2/M1/D5. One of them can be seen bellow:

L: ***Today we have a new guest mbak Rahma Ni'matul Husna.*** (T2/09.11.2018/L2/M1/D2)

The context situation happened when the lecturer said "*Today we have a new gesture mbak Rahma Ni'matul Husna.*" because the lecturer wants to give information that from that day mbak Rahma want to conduct research in this class, and the lecturer also wants the students help mbak Rahma during research in this class. This utterance was classified representative of informing.

c) Directive

Beside of performing expressive act, the lecturer also performed a directive act in the opening activity. The researcher found 2 act of directive acts.   The types of directive speech act were asking and ordering. Those were explained bellow:

(1) Directive of Asking

In the opening activity, the researcher found 5 utterances of directive of asking performed by the lecturer. Before start the lesson the lecturer give some question for the students about the guest who conduct research in this class. They are data T2/09.11.2018/L2/M1/D3,   T2/09.11.2018/L2/M1/D6, T2/09.11.2018/L2/M1/D8,   T2/09.11.2018/L2/M1/D9 and T2/09.11.2018/L2/M1/D11. An of them can be seen bellow:

L:***Tau illocutuonary bagian apa?***
Ss :*linguistic*
L : ***materinya apa?*** (T2/09.11.2018/L2/M1/D6)
Ss : *semantic pragmatic.*

The   conversation   above,   the   context   situation happened when the lecturer asking to the students after the researcher introduce her self and explain about her thesis, then the lecturer asking the students have done

understand or not with the researcher's explained by saying *"Tau illocutuonary bagian apa?"* and also said *"materinya apa?"*. This utterance was classified directive of asking.

(2) Directive of Ordering

Beside directive of asking, the researcher also found the directive of ordering performed by the lecturer in the opening activity. The researcher found 4 utterances form the lecturer's performed. They are data T2/09.11.2018/L2/M1/D4, T2/09.11.2018/L2/M1/D10, T2/09.11.2018/L2/M1/D12 and T2/09.11.2018/L2/M1/D13. One of them can be seen bellow:

> L: *Oke mbak rahma going to conduct her research and please helping her.* **Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik**. *Nanti kembali kekalian kok kalo nanti kalian tau bisa membantu kalian cepat lulus.*
> (T2/09.11.2018/L2/M1/D12)

The utterance above, the lecturer said "*Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik.*" the context situation happened when the lecturer ordered to the student for help mbak Rahma as the researcher in the

class during research. This utterance was classified directive of ordering.

d) Commisive

Commisive are those kinds of speech acts performed by the speakers to commit themselves to future actions. In this study, commisives appeared in 1 utterance. The utterance was classified into promise. Promise is purpose for commite someone will to do something in the future. The data is T2/09.11.2018/L2/M1/D7. An act can be seen bellow:

L: ***I will give you time to introduce you're self and tell about wrong with her, what things bring her come in this class.*** (T2/09.11.2018/L2/M1/D7)

The lecturer said "*I will give you time to introduce you're self and tell about wrong with her, what things bring her come in this class*" the context situation happened when the lecturer promise her self that she will give time for the researcher to introduce her self and explained about her will conduct research in this class. The utterance above was classified commisive of promise.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the second lecturer in the first meeting in opening activity. The table can seen bellow:

Table 4.9

Types of Illocutionary Acts Used by The Second Lecturer

in The First Meeting in The Opening Activity

Activity	Types of Illocutionary act	Mean	Frequency
Opening	Expressive	Greeting	1
	Representative	Informing	2
	Directive	Asking	5
		Ordering	4
	Commisive	Promise	1
Total			13

From the table above, the researcher found 4 acts of illocutonary acts used by the lecturer during teaching and learning process in the opening activity. They were expressive, representative, directive and commisive. The lecturer was used expressive 1 time. The representative was used there were informing 2 times. The directive was used there were asking 5 times, and ordering 4 times. The lecturer also used commisive 1 times that was promise.

2) Main Activity

In the main activities, the lecturer performed 76 utterances of illocutionary acts during teaching and learning process. The researcher found four types of illocutionary acts that performed by the second lecturer in the first meeting. There were representative, directive, expressive and commisive. On the analysis of this

second lecturer utterance that include of illocutionary act are:

a) Representative

The researcher found 20 utterances of representative acts performed by the lecturer during the main activities in the teaching learning process. Those utterances were classified into the representative of stating, explaining, informing, and correcting and confirming. The researcher classified those acts bellow:

(1) Representative of Stating

The lecturer performed 3 acts utterance of sating during teaching and learning process in the main activities. The lecturer used this act in order to give some truth his students about something or someone. They are data T2/09.11.2018/L2/M1/D16, T2/09.11.2018/L2/M1/D18 and T2/09.11.2018/L2/M1/D84. One of them following the conversation:

> L: ***So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking***. (T2/09.11.2018/L2/M1/D16)

The utterance above, the lecturer said "*So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material*

in speaking." the context situation happened when the lecturer start the lesson that day, the lecturer stated that that day will be discussed about the speech with the topic of utopian society. The utterance above was classified representative of stating.

(2) Representative of Explaining

The purpose of explaining is to give an explanation, the details or the reasons to make something clear or easy to understand. The lecturer performed 10 acts utterance of explaining during teaching and learning process in the main activities. They are data T2/09.11.2018/L2/M1/D22, T2/09.11.2018/L2/M1/D30, T2/09.11.2018/L2/M1/D36, T2/09.11.2018/L2/M1/D43, T2/09.11.2018/L2/M1/D45, T2/09.11.2018/L2/M1/D48,, T2/09.11.2018/L2/M1/D54, T2/09.11.2018/L2/M1/D55, T2/09.11.2018/L2/M1/D59 and T2/09.11.2018/L2/M1/D63. One of the following the conversation:

> L*: **Gambar setelah itu kamu isi sendiri masyarakat seperti apa yang ingin kamu isi, kamu masukan dalam pulau itu. What kind of things you are going to make, kayak kamu mau isi apa dalam laptop kamu, saya gak mau laptop ini penuh dengan kerjaan mom, jadi laptop kamu khusus untuk jualan, laptop ini khusus untuk gambar, hp ini gak boleh ada si***

A, si B, si C, hanya si ini si ini lets say supaya specification things and you have too, kamu menspesifikan itu, nanti ada spefikasi, contoh namanya apa The lost Island, orang yang boleh tinggal disini orang yang seperti apa? What kinds of the person? That here have so many criteria, orang yang berhijab that are hijabers, umurnya bolehnya 17-30 tahun lebih dari itu gak boleh. (T2/09.11.2018/L2/M1/D45)

The utterance above, the lecturer explained about the material that day, the lecturer wants the students to make some picture of their imagination that they're really like. The lecturer explained about it so the students understand what the lecturer's wants. This utterance above was classified expressive of explaining.

(3) Representative of Informing

In the main activities, the lecturer performed 5 acts of representative of informing. The goal of informing is to tell someone about certain facts they do not know. They are data T2/09.11.2018/L2/M1/D14, T2/09.11.2018/L2/M1/D32, T2/09.11.2018/L2/M1/D52, T2/09.11.2018/L2/M1/D57 and T2/09.11.2018/L2/M1/D68. One of them following the conversation:

S: *Harus island?*

L: *Islandnya bebas* (T2/09.11.2018/L2/M1/D52)

The conversation above, happened when the lecturer gave information to the students about the picture that they made, the lecturer gave information by saying "*Islandnya bebas*", the lecturer wants the students draw the free island like they want. This utterance was classified representative of informing.

(4) Representative of Correcting

The purpose of correcting is to tell or show someone that something is wrong ad to make it right. The lecturer performed 1 act of representative of correcting during in teaching and learning in the main activities. The data is T2/09.11.2018/L2/M1/D53. The act following the conversation:

> L: *Masyarakat hayalan kamu yang kamu buat island itu isisnya tentang apa? yang sesuai sama kamu.*
>
> S: *Ambigu?*
>
> L: ***Bukan ambigu lebih yang nyata***. (T2/09.11.2018/L2/M1/D53)

The conversation above, the lecturer corrected the student's opinion by saying "***Bukan ambigu lebih yang nyata***.*"* that the picture that they made did not ambiguous, but fact real that really they like or want. This utterance was classified representative of informing.

(5) Representative of Confirming

The purpose of confirming is to establish the truth or correctness of something previously believed to be the case. The lecturers produced an utterance related to the confirming acts. It can be found on the lecturer's respond to one the students who told about the name of the island. The researcher found 1 act of representative of confirming. The data is T2/09.11.2018/L2/M1/D70. It can be in the following sentence:

> S: *Jadi disini itu hanya ada kelaurga yang punya keinginan anaknya dijadikan tahfid disini boleh tinggal disini. Okey thankyou friends for your attention.*
>
> L: ***Hadfid and hadfidzah island*** (T2/09.11.2018/L2/M1/D70)

The context situation happened when the lecturer confirmed about the name of the island from the one student who tell about her island that she wants her children be hafid and hafidzah by saying "*Hadfid and hadfidzah island*". This utterance was classified representative of confirming.

b) Directive

Directive are those kinds of speech act used by the speaker to get the hearer to do something. These types of

speech acts express the speaker's wish in which the future acts are carried out by the hearer. The researcher found 53 utterances from the lecturer performed during teaching and learning process in the main activities. Those are classified into 4 types of directive speech acts. There were asking, requesting, ordering and reminding. Those were explained bellow:

(1) Directive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. The lecturer during teaching and learning process in the main activity on the second meeting also performed of directive of asking. The researcher found 24 acts of directive of asking. They are data T2/09.11.2018/L2/M1/D20, T2/09.11.2018/L2/M1/D21, T2/09.11.2018/L2/M1/D24, T2/09.11.2018/L2/M1/D27, T2/09.11.2018/L2/M1/D29, T2/09.11.2018/L2/M1/D31, T2/09.11.2018/L2/M1/D33, T2/09.11.2018/L2/M1/D34, T2/09.11.2018/L2/M1/D35, T2/09.11.2018/L2/M1/D37, T2/09.11.2018/L2/M1/D39, T2/09.11.2018/L2/M1/D41, T2/09.11.2018/L2/M1/D46,,

T2/09.11.2018/L2/M1/D49,   T2/09.11.2018/L2/M1/D58,

T2/09.11.2018/L2/M1/D66,   T2/09.11.2018/L2/M1/D73,

T2/09.11.208/L2/M1/D74,   T2/09.11.2018/L2/M1/D76,

T2/09.11.2018/L2/M1/D79,   T2/09.11.2018/L2/M1/D81,

T2/09.11.2018/L2/M1/D82,   T2/09.11.2018/L2/M1/D85

and T2/09.11.2018/L2/M1/D88. One of them can be seen

bellow:

> L: ***How many people? How many buildings? How much many do yave an island? Berapa banyak uang yag kamu punya?*** (T2/09.11.2018/L2/M1/D46)
>
> Ss: *Sebanyak banyaknya..*
>
> L: *Tak terhingga yahh..listrik menurut kamu gimana? Gak bayar free, listriknya gratis, habis itu? airnya? sungai?*
>
> Ss: *Laut*

The conversation above, the lecturer asking to the students how much thing that the student want to fill in the island that they made by saying *"How many people? How many buildings? How much many do have an island? Berapa banyak uang yag kamu punya?".* So the students understand that the island they mad, have to fill something that they want. This utterance was classified directive of asking.

(2) Directive of Requesting

The researcher found 6 utterances of a directive of requesting from the lecturer's utterances during teaching and learning in the main activities. The purpose of requesting is to politely to ask something or someone to do something. One of the data of requesting found when the lecturer wanted the students to explain their argument or comment in English. They are data T2/09.11.2018/L2/M1/D15, T2/09.11.2018/L2/M1/D19, T2/09.11.2018/L2/M2/D23, T2/09.11.2018/L2/M1/D25, T2/09.11.2018/L2/M1/D42 and T2/09.11.2018/L2/M1/D86. One of them can be seen in the following sentence:

> L: *Mawar. Draw something that you really like sesuatu yang kamu suka okey, ini sesuatu yang belum kamu sukai yahh? sampai disini ngerti? Kemudian kamu belum maksimal you can maximum in this one so you not must maximum in this. The lost island, nah the lost island ini kamu nanti* **saya akan minta kalian untuk membuat point point apa yang harus ada dipulaui ini**. (T2/09.11.2018/L2/M1/D42)

The utterance above, the lecturer's request for the student to make the point that the students fill in their island by saying "*saya akan minta kalian untuk membuat*

point point apa yang harus ada dipulaui ini." The utterance above was classified directive of requesting.

(3) Directive of Ordering

In the main activities, the researcher found 21 acts that performed by the lecturer. Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. One of data of directive of ordering expressed when the lecturer wanted his students give applause for the first group after doing debate that day. The lecturer used the act of ordering to ask his students. They are data T2/09.11.2018/L2/M1/D17, T2/09.11.2018/L2/M1/D26, T2/09.11.2018/L2/M1/D28, T2/09.11.2018/L2/M1/D38, T2/09.11.2018/L2/M1/D40, T2/09.11.2018/L2/M1/D44, T2/09.11.2018/L2/M1/D47, T2/09.11.2018/L2/M1/D50, T2/09.11.2018/L2/M1/D51, T2/09.11.2018/L2/M1/D56 T2/09.11.2018/L2/M1/D60, T2/09.11.2018/L2/M1/D62, T2/09.11.2018/L2/M1/D67, T2/09.11.2018/L2/M1/D69, T2/09.11.2018/L2/M1/D71, T2/09.11.2018/L2/M1/D75, T2/09.11.2018/L2/M1/D77, T2/09.11.2018/L2/M1/D78, T2/09.11.2018/L2/M1/D80, T2/09.11.2018/L2/M1/D83

and T2/09.11.2018/L2/M1/D86. One of them can be seen in he following example:

> L: *Mawar.* **Draw something that you really like sesuatu yang kamu suka okey.** (T2/09.11.2018/L2/M1/D40)

The utterance above, the lecturer said "*Draw something that you really like sesuatu yang kamu suka okey.*" context situation happened when the lecturer after explained the material about utopian society then the lecturer ordered the student to draw something that the students' really like. The utterance was classified directive of ordering.

(4) Directive of Reminding

The purpose of reminding is to make someone think of something they have forgotten or might have forgotten. Based on the observation, the researcher found 2 acts of reminding. The lecturer performed this act in the main activity. They are data T2/09.11.2018/L2/M1/D61 and T2/09.11.2018/L2/M1/D64

> An example can be seen bellow:

> L: *As* **you ever did before, seperti yang pernah kalian lakukan dimeeting 2 waktu ujian speaking disaya, kamu cari topic yang paling**

kamu suka, kamu cerita lebih banyak ngobrolnya. (T2/09.11.2018/L2/M1/D61)

The utterance above, the lecturer try to remind the memorize when the lecturer gives examination speaking in the meeting 2 that the lecturer gave some task to tell something that the students' really like by saying "*you ever did before, seperti yang pernah kalian lakukan dimeeting 2 waktu ujian speaking disaya, kamu cari topic yang paling kamu suka, kamu cerita lebih banyak ngobrolnya*". This utterance was classified directive of reminding.

c) Expressive

Expressive are those words and expression that state what the speaker's feels. It can be thanking, apologizing, stating like, pleasure, sorrow, dislike, and so on. Based on the observation, the researcher found 1 act of expressive performed by the lecturer in the main activity in the class. It includes thanking Those were explained bellow:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 2 acts that performed by the lecturer. One of data of thanking is illustrated the

lecturer expressed his gratitude to his students because of their students' performance their picture in front of the class. They are data T2/09.11.2018/L2/M1/D72 and T2/09.11.2018/L2/M1/D89. The utterance can be seen bellow:

L: *Okey **Thank   you.***
(T2/09.11.2018/L2/M1/D72)

The utterance above, the lecturer said "*Okey Thank you*" context situation happened when the lecturer gives appreciate for the student who want or dare to come forward in front of the class and the presented their picture in front of the lecturer and their friends. This utterance was classified expressive of thanking.

d) Commisive

Commisive are those kinds of speech acts performed by the speakers to commit themselves to future actions. In the main activity the lecturer performed 1 utterance of commisive. The utterance was classified into a promise. The promise is purpose for commite someone will to do something in the future. The data is T2/09.11.2018/L2/M1/D65. An act can be seen bellow:

L: ***Letter the next meeting we are going to learn about workshop, seminar.*** (T2/09.11.2018/L2/M1/D65)

The utterance above, the lecturer promise that the next meeting will be discussed about the workshop and seminar by saying "*Letter the next meeting we are going to learn about workshop, seminar.*" The utterance was classified commisive of promise.

From the explanation above, the researcher gave table to show the findings of type of illocutionary acts used by the second lecturer in the first meeting in main activity. The table can be seen bellow:

Table 4.10

Types of Illocutionary Acts Used by The Second Lecturer in The First Meeting in The Main Activity

Activity	Types of Illocutionary Acts	Mean	Frequency
Main Activity	Representative	1. Stating 2. Explaining 3. Informing 4. Correcting 5. Confirming	3 10 5 1 1
	Directive	1. Asking 2. Requesting 3. Ordering 4. Reminding	24 6 21 2
	Expressive	1. Thanking	2

	Commisive	1. Promise	1
Total			76

From the table above, the researcher found 4 act of illocutionary acts used by the lecturer during teaching and learning process in the main activity. They were representative, directive, expressive and commisive. The lecturer used representative there were stating 3 times, informing 5, explaining 10, correcting 1, and confirming 1. The directive was used there were asking 24 times, requesting 6, ordering 21, and reminding 2 times. The expressive was used thanking 2 times and also commisive was used 1 times was promise.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 4 utterances performed by the lecturer. They include representative, directive, and expressive. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Representative

In the closing activity the lecturer also performed representative utterance. The researcher found 2 utterances of

representative, it is include representative of stating and the representative of informing. Those were explained bellow:

(1) Representative of Stating

The lecturer performed 1 act utterance of sating during teaching and learning process in the closing activities. The lecturer used this act in order to give some truth his students about something or someone. The data is T2/09.11.2018/L2/M1/D92. An act following the conversation:

> L: ***Great picture!***
> (T2/09.11.2018/L2/M1/D92)

The utterance above the lecturer said "*Great picture!*" context situation happened when the lecturer gave stated for the student who presented his picture, and the lecturer thinks the picture was a great picture. The utterance above was classified representative of stating.

(2) Representative of Correcting

The purpose of correcting is to tell or show someone that something is wrong ad to make it right. The lecturer performed 1 act of representative of correcting during in teaching and learning in the closing activities. The data is T2/09.11.2018/L2/M1/D91. An act following the conversation:

L: *Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?*

S: *Here after and live after*

L: *Itu kepanjangan, today after live*. (T2/09.11.2018/L2/M1/D91)

The conversation above, the lecturer corrected the student's opinion about after live by saying "*Itu kepanjangan, today after live*". The utterance above was classified representative of correcting. The utterance gives some correction showed that the lecturer had performed correcting act. The lecturer gave correction by giving information to her students about the words that will be better to use to replace those previous words. She suggested that it will be better if they put the word "*today after live*".

b) Directive

In the closing activity, the researcher found 1 utterances of directive. The lecturer also performed a directive speech act during teaching and learning process in the closing activity. The utterance of directive act in the closing activity include directive of asking, Those were explained bellow:

(1) Directive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the

closing activity also performed of directive of asking. The researcher found 1 acts of directive of asking. The data is T2/09.11.2018/L2/M1/D90. An act can be seen bellow:

> L: *Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?* (T2/09.11.2018/L2/M1/D90)
>
> S: *Here after and live after*

The conversation above in the closing activities the lecturer before close the lesson, the lecturer give some question for the student. The lecturer asking about what the English of dunia akhirat by saying "*Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?*". The lecturer wants to the students answer her question. The utterance was classified directive of asking.

c) Expressive

The researcher found 1 act of expressive during teaching and learning process in the closing activity performed by the lecturer. It is expressive of greeting. Those were explained bellow:

(1) Expressive of Greeting

Greeting usually used for opening and closing the agenda. This utterance of greeting was used in the closing

activity during teaching and learning process performed by the lecturer. The researcher 1 act of expressive of greeting. The data is T2/09.11.2018/L2/M1/D93. An act can seen bellow:

> L: *Okey gitu ya, alhamdulilahirobbilalamin, wassalammualaikum wr.wb.*
> (T2/09.11.2018/L2/M1/D93)
>
> Ss: *Waalaikumsalam wr.wb.*

The lecturer closing this class that day by saying *"Wassalammualaikum wr.wb"*. The context situation happened when the lecturer close this class for that day. This utterance was classified expressive of greeting.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the second lecturer in the first meeting in the closing activity. The table can be seen bellow:

Table 4.11

Types of Illocutionary Acts Used by The Second Lecturer in The First Meeting in The Closing Activity

Activity	Types of Illocutionary Acts	Mean	Frequency
Closing Activity	Representative	1. Stating 2. Correcting	1 1

	Directive	1. Asking	1
	Expressive	1. Greeting	1
Total			4

From the table above, the researcher found 3 acts used by the lecturer in the teaching and learning process in the closing activity. They were representative, directive and expressive. The lecturer was used representative there were stating 1 time, correcting 1 time. Directive was used asking 1 time and also expressive was used greeting 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary acts used by the second lecturer in the first meeting during the teaching learning process. The table can be seen bellow:

Table 4.12

Data Findings of The Types of Illocutionary Act Used by The Second Lecturer in Teaching and Learning Process on The First Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

Lecturer 2 and Meeting 1				
No	**Activity**	**Types of Illocutionary Acts**	**Mean**	**Frequency**
1.	Opening	Expressive	1. Greeting	1
		Representative	1. Informing	2

		Directive	1. Asking	5
			2. Ordering	4
		Commisive	1. Promise	1
2.	Main Activity	Representative	1. Stating	3
			2. Explanation	10
			3. Informing	5
			4. Correcting	1
			5. Confirming	1
		Directive	1. Asking	24
			2. Ordering	21
			3. Requesting	6
			4. Reminding	2
		Expressive	1. Thanking	2
		Commisive	1. Promise	1
3.	Closing	Representative	1. Stating	1
			2. Correcting	1
		Directive	1. Asking	1
		Expressive	1. Greeting	1
Total				93

From the table above, the researcher found 4 act was used by the second lecturer in the first meeting during teaching and learning process. From 93 utterances, there were representaive, directive, expressive and commisive. The representative was used the lecturer 24 times, directive 63 times, expressive 4 times and also commisive 2 times. From the utterances above, the most dominant used by the second lecturer during teaching and learning process on the first meeting was directive, there were 63 times.

d. Types of Illocutionary Acts used by Second Lecturer in The Second Meeting During Teaching and Learning Process

The observation from second lecturer in the second meeting was doing by the researcher on November 16th 2018 in 3C speaking class. The material of this meeting is about continue perform speech from the last week. The researcher found 76 utterances that include illocutionary acts. Below the detail information from first observation:

The types of illocutionary acts explained as follows:

1) Opening

In the opening activity, the lecturer performed four acts, it is include expressive, directive, representative and commisive. The researcher found 4 utterances performed by the second lecturer during teaching and learning process in opening activity in the second meeting.. On the analysis of this second lecturer utterance that appear include:

a) Expressive

The researcher found 2 acts of expressive during teaching and learning process in the opening activity performed by the lecturer. It is include expressive of greeting and expressive of thanking. Those were explained bellow:

(1) Expressive of Greeting

In the opening activity, the lecturer performed an expressive act of greeting. The act of greeting was

performed in the beginning of the lesson when the lecturer wanted opening the lesson. The data is T2/09.11.2018/L2/M1/D93. The lecturer performed the act of greeting that can be seen in the following sentence:

> L:*Assalammualaikum wr.wb*
> (T4/16.11.2018/L2/M2/D1)
>
> Ss: *Waalaikumsalam wr.wb*

The utterance of "Assalammualaikum wr.wb" is categorized into expressive of greeting because the lecturer expressed his feeling of enthusiastic in the opening the lesson. The students responded the lecturer greatly. The lecturer opened the lesson excitedly to make the students have spirit and enjoy the lesson. The lecturer utterance above was classified Expressive of greeting act since it showed from the lecturer feeling in the beginning of the lesson.

(2) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the opening activities the researcher found 1 act that performed by the lecturer. One of data of thanking is illustrated the lecturer expressed his thankful for his

students because of their students attendance in her class. The data is T4/16.11.2018/L2/M2/D2. The utterance can be seen bellow:

> L: ***Ok, thank you for coming today***
> (T4/16.11.2018/L2/M2/D2)

The utterance above, the lecturer thanks giving for the student because came in her class by saying "*Ok, thank you for coming today*". This utterance also made the students enjoy and spirit for started the lesson that day. This utterance was classified expressive of thanking it showed from the lecturer's feeling.

b) Representative

The researcher found 1 utterance of representative acts performed by the lecturer during the opening activities in the teaching learning process. Those utterances were classified into the representative of informing. The researcher classified those acts bellow:

(1) Representative of Informing

In the opening activities, the lecturer performed 1 acts of representative of informing. The goal of informing is to tell someone about certain facts they do not know. The data is T4/16.11.2018/L2/M2/D6. An act following the conversation:

> L: ***Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini*** *jangan tambahin buletan sendiri.* (T4/16.11.2018/L2/M2/D6)

The utterance above, the lecturer gave information about students who did not have point of this speaking class by saying "*Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini*".The lecturer wants the students who don't have point for present their picture in front of the class. This utterance was classified representative of informing.

c) Directive

Beside of performing expressive act, the lecturer also performed a directive act in the opening activity. The researcher found 2 acts of directive acts. The types of directive speech act were asking and reminding. Those were explained bellow:

(1) Directive of Asking

In the opening activities, the researcher found 5 utterances of a directive of asking performed by the lecturer. Before starting the lesson the lecturer gives some question for the students about the guest who conduct research in this class. They are data T4/16.11.2018/L2/M2/D3, T4/16.11.2018/L2/M2/D7,

T4/16.11.2018/L2/M2/D8, T4/16.11.2018/L2/M2/D9 and T4/16.11.2018/L2/M2/D10. One of them of the utterance can be seen bellow:

> L: *Is there any students like to present their paper in front of this class?*
> (T4/16.11.2018/L2/M2/D3)

The utterance above, the lecturer said "*Is there any students like to present their paper in front of this class?*" context situation happened when the lecturer try to asking the students who want to present their picture continue last week that finish yet. The lecturer wants the students active during teaching and learning process, so the students can get point for speaking class.

(2) Directive of Reminding

The purpose of reminding is to make someone think of something they have forgotten or might have forgotten. Based on the observation, the researcher found 1 act of reminding. The lecturer performed this act in the opening activity. The data is T4/16.11.2018/L2/M2/D5. An act can be seen bellow:

> L: *Jadi minggu lalu saya menunjuk beberapa students mom gambar saya belum selesai dan*

pasti   sekarang   sudah   selesai.
(T4/16.11.2018/L2/M2/D5)

The lecturer's utterance above was classified directive of reminding. The lecturer try to remind her project last week for the students because there some students did not presented their picture in front of the class, so the lecturer remind her project again by saying "*Jadi minggu lalu saya menunjuk beberapa students mom gambar saya belum selesai dan pasti sekarang sudah selesai.*"

d) Commisive

Commisive are those kinds of speech acts performed by the speakers to commit themselves to future actions. In the opening activity the lecturer performed 1 utterance of commisive. The utterance was classified into a promise. The promise is purpose for commite someone will to do something   in   the   future.   The   data   is T4/16.11.2018/L2/M2/D4. An act can be seen bellow:

L: *I have point to the students who present it.*
(T4/16.11.2018/L2/M2/D4)

The utterance above, the lecturer promise that she will give point for the students who want came forward in front of the class to present their picture by saying "*I have point to*

the students who present it." The utterance was classified commisive of promise.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the second lecturer in the second meeting in opening activity. The table can seen bellow:

Table 4.13

Types of Illocutionary Acts Used by The Second Lecturer in

The Second Meeting in The Opening Activity

Activity	Types of Illocutionary act	Mean	Frequency
Opening	Expressive	1. Greeting 2. Thanking	1 1
	Representative	1. Informing	1
	Directive	1. Asking	5
		2. Reminding	1
	Commisive	1. Promise	1
Total			10

From the table above, the researcher found 4 acts used by the lecturer during teaching and learning process in the opening activity. They were representative, directive, expressive and commisive. The lecturer used expressive there were greeting 1 time, thanking 1 time. Representative was used informing 1 time.

Directive there were asking 5 times, and reminding 1 times. And also commisive was used 1 times was promise.

2) Main Activity

In the main activities, the lecturer performed 64 utterances of illocutionary acts during teaching and learning process. The researcher found four types of illocutionary acts that performed by the lecturer in the second meeting. There were representative, directive, expressive and commisive. On the analysis of this second lecturer utterance that include of illocutionary act are:

a) Representative

The researcher found 5 utterances of representative acts performed by the lecturer during the main activities in the teaching learning. Those utterances were classified into the representative of explaining, informing, and correcting. The researcher classified those acts bellow:

(1) Representative of Explaining

The lecturer performed 2 acts utterance of explaining during teaching and learning process in the main activities. The purpose of explaining is to give an explanation, the details or the reasons to make something clear or easy to understand. They are data T4/16.11.2018/L2/M2/D58 and

T4/16.11.2018/L2/M2/D68. One of them following the conversation:

> L: ***Termos is like a place in you are going to keep hot water it's called by termos. Tremor is when you are going to a cross higher or some building. Kalo termor kan kamu jalan di building yang tinggi, takut ketinggian, dredgeg*** (T4/16.11.2018/L2/M2/D58)

The utterance above "*Termos is like a place in you are going to keep hot water it's called by termos. Tremor is when you are going to a cross higher or some building. Kalo termor kan kamu jalan di building yang tinggi, takut ketinggian, dredgeg*" the context situation happened when the lecturer give explanation to the students the different between termos and tremor. Termos is like a place that used for save something like drink for going to keep hot, but if tremor is when someone going to up the building they feel afraid. This utterance was classified representative of explaining.

(2) Representative of Informing

The goal of informing is to tell someone about certain facts they do not know In the main activities, the lecturer performed 2 acts of representative of informing during the teaching learning process in the main activities. They are data T4/16.11.2018/L2/M2/D70 and

T4/16.11.2018/L2/M2/D71. One of them following the conversation:

> L: *Ada kok,* **barti kalian itu generasi yang biasa atau automatically looking materi by your own, nah you are indicated as automatic learners,** *so what they do as automatic learner?* **Automatic learners itu mencari informasi sendiri**, *coba saya tanya waktu presentasi introduction to linguistic materinya cari dari buku apa dari internet?* (T4/16.11.2018/L2/M2/D70)

The utterance above, the context situation happened when the lecturer give information for the students that the students was include generation of automatically learner. It is mean that the students have to learner by their own, everything doing by themselves or they have to be active to looking for information by them self. This utterance was classified representative of informing.

(3) Representative of Correcting

The purpose of correcting is to tell or show someone that something is wrong ad to make it right. The lecturer performed 1 act of representative of correcting during in teaching and learning in the main activities. The act can be seen from the lecturer correcting the students' opinion about tremor and termos. The data is

T4/16.11.2018/L2/M2/D57. An act following the conversation:

> L: *Tremor? tremor itu biasanya..*
>
> S: *Termos*
>
> L: ***Beda termos and tremor.*** (T4/16.11.2018/L2/M2/D57)

The conversation above showed that the lecturer corrected the student's opinion about tremor and termos by saying "*Beda termos and tremor*" the lecturer gave explained about it after the lecturer have corrected the student's opinion. The lecturer wants the student used "Tremor" that word more better that termos for people who afraid with too high. This utterance was classified representative of correcting.

b) Directive

Directive are those kinds of speech act used by the speaker to get the hearer to do something. These types of speech acts express the speaker's wish in which the future acts are carried out by the hearer. The researcher found 52 utterances from the lecturer performed during teaching and learning process in the main activities at the second meeting. Those are classified into 5 types of directive speech acts.

There were asking, requesting, suggesting, ordering, warning. Those were explained bellow:

(1) Directive of Asking or Questioning

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. During the main activities, the researcher found 38 utterances. They are data   T4/16.11.2018/L2/M2/D12, T4/16.11.2018/L2/M2/D14, T4/16.11.2018/L2/M2/D17, T4/16.11.2018/L2/M2/D18, T4/16.11.2018/L2/M2/D19, T4/16.11.2018/L2/M2/D20, T4/16.11.2018/L2/M2/D21, T4/16.11.2018/L2/M2/D23, T4/16.11.2018/L2/M2/D24, T4/16.11.2018/L2/M2/D25, T4/16.11.2018/L2/M2/D28, T4/16.11.2018/L2/M2/D29, T4/16.11.2018/L2/M2/D30, T4/16.11.2018/L2/M2/D31, T4/16.11.2018/L2/M2/D33, T4/16.11.2018/L2/M2/D34, T4/16.11.2018/L2/M2/D35, T4/16.11.2018/L2/M2/D36, T4/16.11.2018/L2/M2/D38, T4/16.11.2018/L2/M2/D39, T4/16.11.2018/L2/M2/D40, T4/16.11.2018/L2/M2/D43, T4/16.11.2018/L2/M2/D45, T4/16.11.2018/L2/M2/D47, T4/16.11.2018/L2/M2/D49, T4/16.11.2018/L2/M2/D51, T4/16.11.2018/L2/M2/D52,

T4/16.11.2018/L2/M2/D53, T4/16.11.2018/L2/M2/D56,

T4/16.11.2018/L2/M2/D60, T4/16.11.2018/L2/M2/D62,

T4/16.11.2018/L2/M2/D63, T4/16.11.2018/L2/M2/D64,

T4/16.11.2018/L2/M2/D66, T4/16.11.2018/L2/M2/D69,

T4/16.11.2018/L2/M2/D73   and

T4/16.11.2018/L2/M2/D74. One of them following the

conversation:

> L: ***Do you remember the speech from Barack Obama?*** (T4/16.11.2018/L2/M2/D60)
>
> Ss: *Yaa*

From the conversation above, the lecturer performed directive of asking or question. It can be shown from the lecturer's question to the student, the lecturer said *"Do you remember the speech from Barack Obama?"* the context situation happened when the lecturer asking to the student have they still remember when Obama speech. When Obama speech, he is good performer, he speak nicely in front of many people. From the question the lecturer wanted the student answer it. The lecturer perform to asked the student directly. This utterance was classified directive of asking.

(2) Directive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 3 utterances of a directive of requesting from the lecturer's utterances during teaching and learning in the main activities. One of the data of requesting found when the lecturer wanted one of her students come forward in front of the class and explained something. The are data T4/16.11.2018/L2/M2/D11, T4/16.11.2018/L2/M2/D22 and T4/16.11.2018/L2/M2/D46. That act can be seen in the following sentence:

> L: ***Now please try to come forward and explain something.*** *My romantic husband with my husband will be.* (T4/16.11.2018/L2/M2/D46)

The utterance above "*Now please try to come forward and explain something.*" context the situation when the lecturer ordered for the student to come forward in front of class and explained their picture with more polite. From the lecturer's request, the lecturer wanted the student to do it. This utterance was classified a directive of request because the lecturer's request to the students directly.

(3) Directive of Suggesting

In the main activities the researcher found 1 utterances of a directive of suggesting from the lecturer's performed during teaching and learning process on the main activity. The aim of suggesting is to give or mention an idea, possibly, plan, and action for other people to consider. During teaching and learning process, some of lecturers ever use suggesting guiding their students better in future. There is data T4/16.11.2018/L2/M2/D61. One of a directive of suggesting following this conversation:

> L: ***Jadi kalo mau persentasi you may mix it in bahasa Indonesia to simplifier to the example simplifier word it is ok so far. You will or ready have the experience and skill that will help you to give a good presentation***. (T4/16.11.2018/L2/M2/D61)

The utterance above was classified of directive of suggesting, because when the lecturer said "*Jadi kalo mau persentasi you may mix it in bahasa Indonesia to simplifier to the example simplifier word it is ok so far. You will or ready have the experience and skill that will help you to give a good presentation*" the context situation happened when the lecturer give suggestion to

the students for prepare something when they wants to presentation, the lecturer give suggestion to mix Bahasa Indonesia with English, if the students prepare it before presentation so they can perform better presentation.

(4) Directive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 9 acts that performed by the lecturer. One of the data of directive of ordering expressed when the lecturer wanted his students to answer her question about their feelings when they come forward in front of class and explained something. The lecturer used the act of ordering to ask his students. They are data T4/16.11.2018/L2/M2/D13, T4/16.11.2018/L2/M2/D15, T4/16.11.2018/L2/M2/D16 T4/16.11.2018/L2/M2/D27, T4/16.11.2018/L2/M2/D32, T4/16.11.2018/L2/M2/D37, T4/16.11.2018/L2/M2/D55, T4/16.11.2018/L2/M2/D67 and T4/16.11.2018/L2/M2/D72. It can be seen in he following example:

L: *Yah answer this question! How do you feel about talking? what do you feel when you are*

going to talking about something in front of this class? (T4/16.11.2018/L2/M2/D55)

S: *Nervous*

S: *Tremor*

The conversation above happened when the lecturer said *"Yah answer this question!"* with the context situation that the lecturer wants the students answer her question about speech in front of the class what the students' feel. From the students' answer, the lecturer can know about the students' feeling if her students come forward in front of the class. The lecturer ordered his student by using direct speech act because he had higher position than his students in the classroom.

(5) Directive of warning

A warning is performed to make someone realize the possible danger or problem especially in the future. The researcher found 1 act of directive of warning during teaching and learning process in the main activity performed by the lecturer. The data is T4/16.11.2018/L2/M2/D54. An act can be seen bellow:

> L: *Today we are going to try about this one even active in presentation how we express or how be like present something, related to the perform as student maybe you have see your friend present something and then there is some*

people belum selesai sudah ditutup mulutnya.
But in the formal situation you can not doing
such thing*.* (T4/16.11.2018/L2/M2/D54)

The utterance above, context situation happened
when the lecturer gave warning for the student about
how to express their project in front of class by saying
"*But in the formal situation you can not doing such*
thing." Many students in this class when performing
something always shy and close their mouth, so the
lecturer gave warning for the students for the next
presentation in the formal situation the student can not
do that. This utterance was classified directive of
warning.

c)   Expressive

Expressive are those words and expression that state
what the speaker's feels. It can be thanking, apologizing,
stating like, pleasure, sorrow, dislike, and so on. Based on
the observation, the researcher found 1 act of expressive
performed by the lecturer in the main activity in the class. It
includes thanking. Those were explained bellow:

(1) Expressive of Thanking

Thanking is used to express to someone that you
are grateful for something that they have done. In the

main activities the researcher found 3 acts that performed by the lecturer. One of the data of thanking is illustrated the lecturer expressed his gratitude to his students because of their students' performance their picture in front of the class. They are data T4/16.11.2018/L2/M2/D42, T4/16.11.2018/L2/M2/D48 and T4/16.11.2018/L2/M2/D50. The utterance can be seen bellow:

> L: ***Ok, thank you,*** *for another?* (T4/16.11.2018/L2/M2/D48)
>
> S: *Ok, I will tell you about my dream island*

The utterance above, the lecturer said "*Okey Thank you*" context situation happened when the lecturer gives appreciate for the student who want or dare to come forward in front of class and the presented their picture in front of the lecturer and their friends. Also the lecturer asking for the next students who wants to come forward in front of the class again. This utterance was classified expressive of thanking.

d) Commisive

Commisive are those kinds of speech acts performed by the speakers to commit themselves to future actions. In the

opening activity the lecturer performed 2 act utterance of commisive. The utterance was included commisive of promise and commisive of threat. This was explained bellow:

(1) Commisive of Promise

The promise is purpose for commite someone will to do something in the future. In the main activities the lecturer performed commisive of promise act. The lecturer found 3 utterances of promise. They are data T4/16.11.2018/L2/M2/D26, T4/16.11.2018/L2/M2/D59 and T4/16.11.2018/L2/M2/D65. One of them can be seen bellow:

> L: *Not afraid yah, jadi kalian live free,* **nanti saya tunjukan beberapa video yang bisa kalian lihat ada beberapa yang you must see the videos.** (T4/16.11.2018/L2/M2/D59)

The utterance above, the lecturer promise that she will show some videos from the students' performer in other project. The lecturer promise it with saying "*nanti saya tunjukan beberapa video yang bisa kalian lihat ada beberapa yang you must see the videos*" The utterance was classified commisive of promise.

(2) Commisive of Threat

The threat is an expression of an intention to inflict pain, injury, punishment or evil. The purpose the threat is to persuade the hearer believe to the speaker, because it is a suggestion that something unpleasant or violent will happen. The researcher also found threat utterance from the lecturer performed during teaching and learning process in the main activities. The lecturer found 1 act of threat utterance. The data is T4/16.11.2018/L2/M2/D41. An act can be seen bellow:

L: *Another student like to performance? No?* ***You didn't get the point if you didn't come forward present the context.*** (T4/16.11.2018/L2/M2/D41)

The utterance above, the lecturer said "*You didn't get the point if you didn't come forward present the context.*" context situation happened when the lecturer gave some threat to the student if the students didn't want to come forward in the front of the class the lecturer didn't gave points for the students. This threat is purposed for the students to do something like the lecturer's wants, beside it the lecturer wants the students active during the teaching and learning process. This utterance was classified commisive of threat.

From the explanation above, the researcher gave table to show the findings of type of illocutionary acts used by the second lecturer in the second meeting in main activity. The table can be seen bellow:

Table 4.14

Types of Illocutionary Acts Used by The Second Lecturer in The Second Meeting in The Main Activity

Activity	Types of Illocutionary Acts	Mean	Frequency
Main Activity	Representative	1. Explaining 2. Informing 3. Correcting	2 2 1
	Directive	1. Asking 2. Requesting 3. Ordering 4. Suggesting 5. Warning	38 3 9 1 1
	Expressive	1. Thanking	3
	Commisive	1. Promise 2. Threat	3 1
Total			64

From the table above, the researcher found 4 acts of illocutionary act used by the lecturer during teaching and learning process in the main activity. They were representative, directive, expressive and commisive. The lecturer was used representative there were explaining 2 times, informing 2, and correcting 1.

Directive was used there were asking 38 times, requesting 3, ordering 9, suggesting 1 and warning 1 time. Expressive was used

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 13 utterances performed by the lecturer. They include directive, commisive and expressive . On the analysis of this second lecturer utterance that include of illocutionary act are:

a) Directive

In the closing activity, the researcher found 1 utterance of the directive. The lecturer also performed a directive speech act during teaching and learning process in the closing activity. The utterance of directive act in the closing activity include directive of suggesting. Those were explained bellow:

(1) Directive of Suggesting

The lecturer also performed of a directive of suggesting during teaching and learning process in the closing activity. The researcher found 1 utterance of a directive of suggesting. The data is T4/16.11.2018/L2/M2/D75. An act can be seen bellow:

L: ***Saya sarankan sekali lagi jangan yang tinggi jangan yang muluk muluk, disekitar kalian dulu, contoh dikamar kalian dulu.*** (T4/16.11.2018/L2/M2/D75)

The utterance above, the lecturer said "*Saya sarankan sekali lagi jangan yang tinggi jangan yang muluk muluk, disekitar kalian dulu, contoh dikamar kalian dulu*" because the lecturer wants the students learning about vocabulary from small things beside them. This utterance was classified directive of suggesting.

b) Expressive

The researcher found 1 act of expressive during teaching and learning process in the closing activity performed by the lecturer. It is expressive of greeting. Those were explained bellow:

(1) Expressive of Greeting

Greeting usually used for opening and closing the agenda. This utterance of greeting was used in the closing activity during teaching and learning process performed by the lecturer. The researcher 1 act of expressive of greeting. The data is T4/16.11.2018/L2/M2/D76. An act can seen bellow:

L: *Yah jadi dimulai dari yang kecil kecil. See you next week **assalamualaikum wr.wb*** (T4/16.11.2018/L2/M2/D76)

Ss: *Waalaikumsalamwr.wb.*

The lecturer closing this class that day by saying *"Wassalammualaikum wr.wb"*. The context situation happened when the lecturer close this class for that day. This utterance was classified expressive of greeting.

From the explanation above, the researcher gave table to show the findings of types of illocutionary acts used by the second lecturer in the second meeting in the closing activity. The table can be seen bellow:

Table 4.15

Types of Illocutionary Acts Used by The Second Lecturer in The Second Meeting in The Closing Activity

Activity	Types of Illocutionary act	Mean	Frequency
Closing Activity	Directive	Suggesting	1
	Expressive	Greeting	1
Total			2

From the table above, the researcher found 2 acts of illocutionary acts used by the lecturer in the teaching and learning process in the closing activity. The lecturer was used directive

there were suggesting 1 time and also expressive of greeting 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary acts used by the second lecturer in the second meeting during the teaching learning process. The table can be seen bellow:

Table 4.16

Data Findings of The Types of Illocutionary Act Used by The Second Lecturer in Teaching and Learning Process on The Second Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No	Activity	Types of Illocutionary Acts	Mean	Freque ncy
for Lecturer 2 and Meeting 2				

No	Activity	Types of Illocutionary Acts	Mean	Freque ncy
1.	Opening	Expressive	1. Greeting 2. Thanking	1 1
		Representative	1. Informing	1
		Directive	1. Asking 2. Reminding	5 1
		Commisive	1. Promise	1
2.	Main Activity	Representative	1. Explanation 2. Informing 3. Correcting	2 2 1
		Directive	1. Asking 2. Ordering 3. Requesting 4. Suggesting	38 9 3 1

			5. Warning	1
		Expressive	1. Thanking	3
		Commisive	1. Promise	3
			2. Threat	1
3.	Closing	Directive	1. Asking	1
		Expressive	1. Greeting	1
Total				76

From the table above, the researcher found 4 acts was used by the second lecturer in the teaching and learning process in the second meeting. From 76 utterances they were representative, directive, expressive and commisive. They were representative 6 times, directive 59 times, expressive 6 times, and also commisive 5 times. From the table above, the most dominant illocutionary acts used by the second lecturer in the second meeting during teaching and learning process was directive. There were 59 times.

2. **Illocutionary Act Dominant Used by The Lecturers in Teaching and Learning Process on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta**

From the data display above, the researcher wants to know the illocutionary acts dominant used by the lecturer in teaching and learning process on the speaking class of the third semester in the English education department of IAIN Surakarta. The researcher presents it for two lecturers. The detail can be seen bellow:

a. First Lecturer

    The percentage of types of illocutionary acts that was used by the first lecturer in teaching and learning process in the first and second meeting on the academic speaking class of the third semester in the English education department of IAIN Surakarta. The researcher used table to make easier to know the frequency of the used illocutionary acts used by the first lecturer. The table as below:

Table 4.17

Dominant Illocutionary Acts Used by The First Lecturer

No.	Types of Illocutionary Acts	Frequency	Percentage %
1.	Declarative	0	0
2.	Representative	27	0.1467
3.	Expressive	17	0.0923
4.	Directive	139	0.7554
5.	Commisive	1	0.005434
Total		184	100

    Based on the table above, the researcher found 184 utterances used by the lecturer during teaching and learning process on the first and second meeting. The researcher did not find declarative utterance because the lecturer did not uttered the directive act. From 184 utterances, it includes representative 27 utterances which 0.1467 %, expressive 17 utterances which 0.0923 %, directive 139 utterances which 0.7554 %, and commisive 1 utterance which 0.005434 %. From the classification above, it can be concluded that directive act

was dominantly than the other used by the first lecturer during teaching and learning process. Directive act subclass dominant is asking. Asking was uttered by the first lecturer 61 times.

b. Second Lecturer

The percentage of types of illocutionary acts that was used by the second lecturer in teaching and learning process in the first and second meeting on the academic speaking class of the third semester in the English education department of IAIN Surakarta. The researcher used table to make easier to know the frequency of the used illocutionary acts used by the first lecturer. The table as below:

Table 4.18

Dominant Illocutionary Acts Used by The Second Lecturer

No.	Types of Illocutionary Acts	Frequency	Percentage %
1.	Declarative	0	0
2.	Representative	30	0.1775
3.	Expressive	10	0.05917
4.	Directive	122	0.7218
5.	Commisive	7	0.0414
Total		169	100

Based on the table above, the researcher found 169 utterances used by the lecturer during teaching and learning process on the first and second meeting. The researcher did not find declarative utterance because the lecturer did not uttered the directive act. From 169 utterances, it includes representative 30 utterances 0.1775 %,,

expressive 10 utterances which 0.05917 %, directive 122 utterances which 0.7218 %, and commisive 7 utterances which 0.0414 %. From the classification above, it can be concluded that directive act was dominantly than the other used by the first lecturer during teaching and learning process. Directive act subclass dominant is asking. Asking was uttered by the first lecturer 73 times.

3. **Illocutionary Function used by The Lecturers During Teaching and Learning Process on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta**

Based on Mey (2001: 110-111), explained that the criteria of illocutionary acts are based on the context which determine the force or functions of the utterance. Same utterance can be categorized as different illocutionary because of different force or functions which are greatly influenced by the context of use. Force are the characteristics that differentiate speech acts from one another (Nunan: 65). Force is mainly about the different ways the content propositions are involved in speech acts. Some examples of force the functional intentions of the speaker when performing an utterance.

Leech's (1993:104) purpose the illocutionary acts based on its functions. It is according to how illocutionary acts relate to the social goals or purposes of establishing and maintaining politeness. The form types of illocutionary

acts functions are as follows competitive, convivial, collaborative, conflictive.

a. **Illocutionary Function Used by The First Lecturer in The First Meeting During Teaching and Learning Process.**

1) Opening

In the opening activity, the researcher found one illocutionary function used by the first lecturer. It is competitive function. Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the opening activity the researcher found 5 utterances of competitive function. Competitive function are ordering, asking and requesting. On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Ordering

In the opening activities, the researcher found 1 function of competitive of ordering. It is also include illocutionary function of competitive. The data is T1/08.11.2018/L1/M1/D2. The lecturer performed the act of ordering that can be seen in the following utterance:

> L: ***For the first and second group have to conduct debate today.*** (T1/08.11.2018/L1/M1/D2)
>
> Ss: *(Just silent)*

Based on the dialogue above, the lecturer said "*For the first and second group have to conduct debate today*" context of this utterance happened in opening activity when the lecturer ordered to the students for to do conduct debate that day. The utterance was classified as a competitive of ordering because the lecturer wants the students to do debate that day.

(2) Competitive of Asking

In the opening activities, the lecturer also performed a competitive of asking. The researcher found 1 function during teaching and learning process in the opening activities. The data is T1/08.11.2018/L1/M1/D3. The lecturer performed the act of asking that can be seen in the following utterance:

> L: *For the first and second group have to conduct debate today, **are you ready? are you ready or not?*** (T1/08.11.2018/L1/M1/D3)
>
> Ss: (*Just silent*)

Based on the dialogue above, the lecturer said "*are you ready? are you ready or not?*" context of this utterance happened in opening activity when the lecturer asking to the students ready or not for to do conduct debate that day then they lecturer also said "I hope you ready to get practice in

debate because this is the first practice for debate". The utterance was classified as a competitive of ordering because the lecturer asking to the students and also wants the answer his question.

(3) Competitive of Requesting

In the opening activities, the researcher found 3 functions of competitive of requesting. They are data T1/08.11.2018/L1/M1/D4, T1/08.11.2018/L1/M1/D5, and T1/08.11.2018/L1/M1/D6. One of them, following the conversation:

> L: *To do that please arrange the sheet face here, face the north, and the background is that wall.* (T1/08.11.2018/L1/M1/D4)
>
> Ss: *(Just silent)*

Based on the dialogue above, the lecturer said "*To do that please arrange the sheet face here, face the north, and the background is that wall", t*he context of this utterance happened in opening activity when the students will start the debate, so the lecturer requested the students to make the chair like debate contest. In this utterance was classified as a competitive of requesting because the lecturer requesting the students to arrange the chairs for debate.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the first lecturer in the first meeting in the opening activity. The table can be seen bellow:

Table 4.19

Types of Illocutionary Function Used by The First Lecturer in The First Meeting in The Opening Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Opening	Competitive	Asking	1
		Ordering	1
		Requesting	3
Total			5

From the table above, the researcher found 1 function of illocutionary function used by the lecturer during teaching and learning process in the opening activity. They were asking 1 time, ordering 1 time and also requesting 3 times.

2) Main Activity

In the main activities, the lecturer performed 64 utterances of illocutionary functions during teaching and learning process. The researcher found three types of illocutionary function that performed by the lecturer in the first meeting. There were competitive, convivial, and collaborative. On the analysis of this

first lecturer utterance that include of illocutionary function are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the main activity, the researcher found competitive function are ordering, asking and requesting. On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. During the main activities, the researcher found 33 utterances of competitive of asking. They are data T1/08.11.2018/L1/M1/D7, T1/08.11.2018/L1/M1/D13, T1/08.11.2018/L1/M1/D14,T1/08.11.2018/L1/M1/D19, T1/08.11.2018/L1/M1/D20, T1/08.11.2018/L1/M1/D21, T1/08.11.2018/L1/M1/D22, T1/08.11.2018/L1/M1/D23, T1/08.11.2018/L1/M1/D24, T1/0.11.2108/L1/M1/D25, T1/08.11.2018/L1/M1/D27, T1/08.11.2018/L1/M1/D29,

T1/08.11.2018/L1/M1/D30, T1/08.11.2018/L1/M1/D34,

T1/08.11.2018/L1/M1/D35, T1/08.11.2018/L1/M1/D36,

T1/08.11.2108/L1/M1/D40, T1/08.11.2018/L1/M1/D42,

T1/08.11.2018/L1M1/D44, T1/08.11.2018/L1/M1/D50,

T1/08.11.2018/L1/M1/D52, T1/08.11.2018/L1/M1/D53,

T1/08.11.2018/L1/M1/D55, T1/08.11.2018/L1/M1/D57,

T1/08.11.2018/L1/M1/D58, T1/08.11.2018/L1/M1/D64,

T1/08.11.2018/L1/M1/D67, T1/08.11.2018/L1/M1/D75,

T1/08.11.2018/L1/M1/D77, T1/08.11.2018/L1/M1/D78,

T1/08.11.2018/L1/M1/D82, T1/08.11.2018/L1/M1/D84.

One of them following the conversation:

> L: ***Who is a time counter for to this?***
>
> Ss: *(Just silent) time counter?*
>
> L: ***Time counter? Who is counter?***
>
> Ss: *Time counter?*
>
> L: ***Yah time counter?*** (T1/08.11.2018/L1/M1/D7)

From the conversation above, the lecturer performed competitive of asking or question. It can be shown from the lecturer's question to the student, the lecturer said *"Who is time keeper?"* the context situation happened when the lecturer asking to the student who as time keeper for this debate event that day. From the question the lecturer wanted the student

answer it. The lecturer perform to asked the student directly. This utterance was classified competitive of asking because the lecturer wants the students answer his question.

(2) Competitive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 11 utterances of competitive of requesting from the lecturer's utterances during teaching and learning in the main activities. They are data T1/08.11.2018/L1/M1/D11, T1/08.11.2108/L1/M1/D16, T1/08.11.2018/L1/M1/D49, T1/08.11.2018/L1/M1/D54, T1/08.11.2018/L1/M1/D56, T1/08.11.2108/L1/M1/D60, T1/08.11.2018/L1/M1/D62, T1/08.11.2018/L1/M1/D63, T1/08.11.2018/L1/M1/D66, T1/08.11.2018/L1/M1/D68, and T1/08.11.2018/L1/M1/D79. One of the them of requesting found when the lecturer wanted the students to make arrange the chair to face north and face south. That act can be seen in the following sentence:

> L: ***Now please range the sheet face to the north and for the audience move the chair to face the south.*** ((T1/08.11.2018/L1/M1/D11).
>
> Ss: *(Then the students move the chairs.)*

The utterance above *"Now please range the sheet face to the north and for the audience move the chair to face the south."* context the situation when the lecturer ask for the student to arrange the chair like the lecturer's request. From the lecturer's request, the lecturer wanted the student to do it. This utterance was classified a competitive of request because the lecturer wants the students arrange the chairs.

(3) Competitive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 9 functions of competitive of ordering that performed by the lecturer. One of them of competitive of ordering expressed when the lecturer wanted his students give applause for the first group after doing debate that day. The lecturer used the act of ordering to ask his students. They are data T1/08.11.2018/L1/M1/D8, T1/08.11.2018/L1/M1/D9, T1/08.11.2018L1/M1/D12, T1/08.11.2018/L1/M1/D17, T1/08.11.2018/L1/M1/D45, T1/08.11.2018/L1/M1/D65, T1/08.11.2018/L1/M1/D69, T1/08.11.2018/L1/M1/D71

and T1/08.11.2018/L1/M1/D83. It can be seen in he following example:

> L: ***Okey give applause for the first performance.*** (T1/08.11.2018/L1/M1/D42)
>
> Ss: (Give applause for first group).

The conversation above happened when the lecturer said "*Okey give applause for the first performance*" with context when the first group after doing debate then the lecturer give appreciate for the students' performed. The lecturer wanted the other students as the audience give applause for the first group. The lecturer ordered his student by using direct speech act because he had a higher position than his students in the classroom. This utterance was classified competitive of ordering because the lecturer wants the students give applaouse for their friends.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. In the main activity, the researcher found convivial function is thanking. On the analysis of this first lecturer utterance that appear include:

(1) Convivial of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 4 functions of convivial of thanking that performed by the lecturer. They are data T1/08.11.2018/L1/M1/D18, T1/08.11.2018/L1/M1/D37,T1/08.11.2018/L1/M1/D4 6 and T1/08.11.2018/L1/M1/D48. One of them of thanking is illustrated the lecturer expressed his gratitude to his students because of their students performance debate in the class. The utterance can be seen bellow:

L: ***Thank you for becaming percobaan***.
(T1/08.11.2018/L1/M1/D46)

The utterance above, the lecturer gives appreciate for his students after doing debate that day. The lecturer express his appreciate for his student by saying "*Thank you for becaming percobaan*". This utterance was classified convivial of thanking. All of the acts of thanking in this study were performed by involving the expression of "thank you".

c) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the main activity, the researcher found collaborative function are stating and informing. On the analysis of this first lecturer utterance that appear include:

(1) Collaborative of Stating

The lecturer performed 2 functions of collaborative of sating during teaching and learning process in the main activities. The lecturer used this functions in order to give some truth his students about something or someone. They are data T1/08.11.2108/L1/M1/D4 and T1/08.11.2018/L1/M1/D39. One of them following the conversation:

L: **Yak good that the point,** *and then?*
(T1/08.11.2018/L1/M1/D39)

The utterance of "*Yak good that the point*" was classified into the representative of stating. The situation happened when the lecturer said that because the lecturer agree with the student's comment in the first debate that day. The utterance above was classified

collaborative of stating because the lecturer asserting that the point of debate is gesture the body.

(2) Collaborative of Informing

In the main activities, the lecturer performed 6 functions of collaborative of informing. The goal of informing is to tell someone about certain facts they do not know. They are data T1/08.11.2018/L1/M1/D15,T1/08.11.2018/L1/M1/D26, T1/08.11.2108/L1/M1/D33, T1/08.11.2018/L1/M1/D43, T1/08.11.2018/L1/M1/D80 and T1/08.11.2018/L1/M1/D81. One of them following the conversation:

> L: : *Okee everybody now we come to first debate for the first two group that performance day.* (T1/08.11.2018/L1/M1/D15)

The utterance above "*Okee everybody now we come to first debate for the first two group that performance day"* the context situation happened when the lecturer give information for the students that that day, the debate will be conducted by the first and second group. This utterance was classified collaborative of informing.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the first lecturer in the first meeting in the main activity. The table can be seen bellow:

Table 4.20

Types of Illocutionary Function Used by The First Lecturer in The First Meeting in The Main Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Main Activity	Competitive	Asking	32
		Ordering	9
		Requesting	11
	Convivial	Thanking	4
	Collaborative	Stating	2
		Informing	6
Total			64

From the table above, the researcher found 3 functions of illocutionary function used by the lecturer during teaching and learning process in the main activity. They were competitive was used asking 32 times, ordering 9, and requesting 11 times. The lecturer was used convivial of thanking 4 times and the lecturer used collaborative function there were stating 2 times and informing 6 times.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 12 utterances of illocutionary function performed by the lecturer. They include competitive and collaborative. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the closing activity, the researcher found competitive function are ordering, asking and requesting. On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the closing activity also performed of competitive of asking. The researcher found 4 functions of competitive of asking. They are data T1/08.11.2018/L1/M1/D85, T1/08.11.2018/L1/M1/D89, T1/08.11.2018/L1/M1/D90

and T1/08.11.2018/L1/M1/D92. One of them can be seen bellow:

> L: ***Untuk aturannya dah jelas ya?*** (T1/08.11.2018/L1/M1/D90)
>
> Ss: *Yaaa*

The utterance above, the lecturer said "Untuk aturannya dah jelas ya?" the context situation happened when in the closing activity the lecturer asking to the student about the students have understand about the roles of debating or not. This utterance was classified competitive of asking.

(2) Competitive of Requesting

The lecturer also performed illocutionary of competitive during teaching and learning process in the closing activity. The illocutionary function was classified competitive of requesting. The researcher found 3 illocutionary functions performed by the lecturer. They are data   T1/08.11.2018/L1/M1/D88, T1/08.11.2018/L1/M1/D93, T1/08.11.2018/L1/M1/D99. One of them   can be seen bellow:

> L: *Mahasiswane diem aja, yang harusnya heboh itu kalian, ora mung meneng wae.* ***Oke for the next debate please have enough preparation especially the way you speak, how***

to speak, how to say. You need to get practice for thing that you have to say. (T1/08.11.2018/L1/M1/D88)

Ss: *Yes sir*

L: *Yak okey **please get better for the next debate you have to preparation**.*

The conversation above, the lecturer requested to the students for prepare the presentation of debate for next week have to be better than that day. The students have to prepare how they speak, how they used their body language by saying "*Oke for the next debate please have enough preparation especially the way you speak, how to speak, how to say. You need to get practice for thing that you have to say.*" and also said "*Yak okey please get better for the next debate you have to preparation.*"

(3) Competitive of Ordering

Ordering and requesting was same. But request is more polite than order. The lecturer beside used competitive of requesting also used competitive of ordering during teaching and learning process in closing activity. The researcher found 3 utterances of directive of ordering. They are data T1/08.11.2018/L1/M1/D94, T1/08.11.2018/L1/M1/D97   and

T1/08.11.2018/L1/M1/D98. One of them can be seen bellow:

> L: *What you say ki hlo yaa,* **use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo.** (T1/08.11.2018/L1/M1/D97)

> S: *Yaaa*

The lecturer's utterance above, happened when the lecturer ordered to the students for the students' body language during debate presentation for good perform. The lecturer said "*use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo.*" because that day the student did not used their body language, so in the next week the lecturer ordered the student to used body language. This utterance was classified competitive of ordering.

b) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the closing activity, the researcher found collaborative function are stating and informing. On the analysis of this first lecturer utterance that appear include:

(1) Collaborative of informing

The lecturer during teaching and learning process on the closing activity also performed collaborative of informing. Informing is used for give some information about something. The researcher found 1 functions of collaborative of informing. The data is T1/08.11.2018/L1/M1/D91. One act can be seen bellow:

> L: *The roles debate performing, this one is who will explain about who others contain of the members. They adjust member, this one is negative and this one is positive members.* (T1/08.11.2018/L1/M1/D91)

The lecturer's utterance above, the context situation happened when the lecturer give information for the all of his students, because the lecturer wants his students understand about the roles of debate presentation. The

utterance above was classified representative of informing.

(2) Collaborative of stating

During closing activity, the researcher found the utterance of representative of stating performed by the lecturer. The lecturer also used collaborative of stating in closing activity. The researcher found 1 function of collaborative of stating. The data is T1/08.11.2018/L1/M1/D96. An act of the utterance can be seen bellow:

> L: *Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak,* ***tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas.*** *Body language is necessary to support what you say.* (T1/08.11.2018/L1/M1/D96)
>
> Ss: *Yaaa*

The lecturer said "*Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak,* ***tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas.*** *Body language is necessary to support what you say*" the context situation happened

when the lecturer stated about his students' performed debate that day still not enough good presentation because the students did not used their body language, and their speak still un control. This utterance was classified representative of stating.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the first lecturer in the first meeting in the closing activity. The table can be seen bellow:

Table 4.21

Types of Illocutionary Function Used by The First Lecturer in The First Meeting in The Closing Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Closing Activity	Competitive	Asking	4
		Ordering	3
		Requesting	3
	Collaborative	Stating	1
		Informing	1
Total			12

From the table above, the researcher found 2 functions of illocutionary function used by the lecturer in the teaching and learning process in the closing activity. They were competitive and collaborative. Competitive was used asking 4 times, ordering

3, and also requesting 3 times.The collaborative was used stating 1 time and informing 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary function used by the first lecturer in the first meeting during the teaching learning process. The table can be seen bellow:

Table 4.22

Data Findings of The Types of Illocutionary Function Used by The First Lecturer in Teaching and Learning Process on The First Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No	Activity	Types of Illocutionary Function	Mean	Frequency
1.	Opening	Competitive	Asking	1
			Ordering	1
			Requesting	3
2.	Main Activity	Competitive	Asking	32
			Ordering	9
			Requesting	11
		Convivial	Thanking	4
		Collaborative	Stating	2
			Informing	6
3.	Closing Activity	Competitive	Asking	4
			Ordering	3
			Requesting	3
		Collaborative	Stating	1
			Informing	1
Total				81

From the table above, the researcher found 3 functions of illocutionary function used by the first lecturer in the first meeting during teaching and learning process. They were competitive, convivial and collaborative. From 81 utterances the competitive was used 67 times, convivial 4 times and also collaborative 10 times.

b.   Illocutionary Function Used by The First Lecturer in The Second Meeting During Teaching and Learning Process.

1)   Opening

In the opening activity, the researcher found one illocutionary function used by the first lecturer. It is competitive function. Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the opening activity the researcher found 2 utterances of competitive function. Competitive function are asking and requesting. On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Asking

The lecturer in the opening activity performed competitive of asking. Before start the lesson the lecturer asking about the preparation of doing debate that day to continued debate last week. The researcher found 1

functions of competitive of asking. The data is T3/15.11.2019/L1/M2/D2. An act can be seen bellow:

> L**: *Yak, today we have to performance right?***
>
> Ss: Yes
>
> L**: *And for the first is ?*** (T3/15.11.2019/L1/M2/D2)
>
> S: Aku sek maju og

The conversation above happened when the lecturer asked to the students about the students have to presented debate again continues debate last week by saying "*Yak, today we have to performance right?*". The lecturer also asked who the first member who present debate first by saying "*And for the first is ?*". This lecturer's utterance was classified competitive of asking in the beginning class.

(2) Competitive of Requesting

In the beginning class the lecturer also performed of competitive function. The researcher found 1 functions of competitive of requesting in the opening activity. The data is T3/15.11.2019/L1/M2/D3. An act can be seen bellow:

> L**: *Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the question to the member of the group feeling probably yaa.*** (T3/15.11.2019/L1/M2/D3).

The utterance above, before start debate the lecturer remind to the students and also requested to the students for pay attention during the third group performed debate by saying "*Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the question to the member of the group feeling probably yaa*". The utterance above was classified competitive of requesting.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the first lecturer in the second meeting in the opening activity. The table can be seen bellow:

Table 4.23

Types of Illocutionary Function Used by The First Lecturer

in The Second Meeting in The Opening Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Opening	Competitive	Asking	1
		Requesting	1
Total			2

From the table above, the researcher found 1 function of illocutionary function used by the lecturer in the opening

activity. There were competitive. Competitive was used there were asking 1 time and requesting 1 time.

2)   Main Activity

In the main activity, the lecturer performed three illocutionary function, it includes competitive, convivial and collaborative. The researcher found 60 utterances performed by the first lecturer during teaching and learning process in the main activity in the second meeting. On the analysis of this first lecturer utterance that appear include:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the main activity, the researcher found competitive function are ordering, asking and requesting. On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. The lecturer

during teaching and learning process in the main activity on the second meeting also performed of competitive of asking. The researcher found 19 functions of competitive of asking. They are data T3/15.11.2019/L1/M2/D8, T3/15.11.2019/L1/M2/D13, T3/15.11.2019/L1/M2/D14, T3/15.11.2019/L1/M2/D15, T3/15.11.2019/L1/M2/D16, T3/15.11.2019/L1/M2/D17, T3/15.11.2019/L1/M2/D18, T3/15.11.2019/L1/M2/D19, T3/15.11.2019/L1/M2/D20, T3/15.11.2019/L1/M2/D26, T3/15.11.2019/L1/M2/D28, T3/15.11.2019/L1/M2/D29, T3/15.11.2019/L1/M2/D30, T3/15.11.2019/L1/M2/D36, T3/15.11.2019/L1/M2/D55 T3/15.11.2019/L1/M2/D61 T3/15.11.2019/L1/M2/D63, T3/15.11.2019/L1/M2/D65 and T3/15.11.2019/L1/M2/D68. One of them can be seen bellow:

> L: ***So what does week ness the school don't have benefit for this ?*** (T3/15.11.2019/L1/M2/D19)
> S: *They have to improve and increase the facilities school.*

The conversation above happened when the lecturer asking to the students about the weak ness the school don't have benefit for the topic debate that day by saying "*So what does week ness the school don't have benefit for this?*". This utterance was classified

competitive of asking because the lecturer asking for the student and the lecturer's wants the students answer it.

(2) Competitive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 17 functions of a competitive of requesting from the lecturer's utterances during teaching and learning in the main activities. One of them of requesting found when the lecturer wanted the students to explain their argument or comment in English. They are data T3/15.11.2019/L1/M2/D5, T3/15.11.2019/L1/M2/D6, T3/15.11.2019/L1/M2/D10, T3/15.11.2019/L1/M2/D11, T3/15.11.2019/L1/M2/D24, T3/15.11.2019/L1/M2/D27, T3/15.11.2019/L1/M2/D31, T3/15.11.2019/L1/M2/D41, T3/15.11.2019/L1/M2/D42, T3/15.11.2019/L1/M2/D45, T3/15.11.2019/L1/M2/D46, T3/15.11.2019/L1/M2/D48, T3/15.11.2019/L1/M2/D51, T3/15.11.2019/L1/M2/D52, T3/15.11.2019/L1/M2/62 and T3/15.11.2019/L1/M2/D64. One of them can be seen in the following sentence:

> S: *Ya saya Cuma mau itu ya*
> L: ***In English please! Because this english class.*** (T3/15.11.2019/L1/M2/D11)

The conversation above, happened when the lecturer wanted the student to explain the comment from the audience used English did not use Indonesia language by saying "*In English please! Because this English class*". This utterance was classified directive of requesting because the lecturer's request to the student directly.

(3) Competitive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 12 functions that performed by the lecturer. One of the data of competitive of ordering expressed when the lecturer wanted his students pay attention when the other group performed debate. The lecturer used the act of ordering to ask his students. They are data T3/15.11.2019/L1/M2/D53, T3/15.11.2019/L1/M2/D54, T3/15.11.2019/L1/M2/D57, T3/15.11.2019/L1/M2/D59, T3/15.11.2019/L1/M2/D69, T3/15.11.2019/L1/M2/D67, T3/15.11.2019/L1/M2/D66, T3/15.11.2019/L1/M2/D71. One of them can be seen in he following example:

L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance.* ***You should pay attention everybody***. (T3/15.11.2019/L1/M2/D38)

This utterance above was classified competitive of ordering. The lecturer ordered his students to pay attention to the other group performed debate that day by saying "*You should pay attention everybody*" because if the students did not pay attention the group who performed debate that day, will be there is misunderstanding between the performer and the audience. So the lecturer ordered the students have to pay attention during debate performed.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. In the main activity, the researcher found convivial function is thanking. On the analysis of this first lecturer utterance that appear include:

(1) Convivial of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the

main activities the researcher found 4 acts that performed by the lecturer. One of the data of thanking is illustrated the lecturer expressed his gratitude to his students because of their students performance debate in the class. They are data T3/15.11.2019/L1/M2/D35, T3/15.11.2019/L1/M2/D47, T3/15.11.2019/L1/M2/D58 and T3/15.11.2019/L1/M2/D60. One of them can be seen bellow:

> L: ***Ok, thank you for the performance.***
> (T3/15.11.2019/L1/M2/D60)

The utterance above, the lecturer gives appreciate for his students after doing debate that day. The lecturer expressed his appreciate for his student by saying "*Ok, thank you for the performance.*". This utterance was classified convivial of thanking. All of the acts of thanking in this study were performed by involving the expression of "thank you".

c) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the main activity, the researcher found collaborative

function are stating and informing. On the analysis of this first lecturer utterance that appear include:

(1) Collaborative of Stating

The lecturer used this act in order to give some truth his students about something or someone. The researcher found 6 utterances of collaborative of stating performed by the lecturer in the main activity. They are data T3/15.11.2019/L1/M2/D9, T3/15.11.2019/L1/M2/D22, T3/15.11.2019/L1/M2/D34, T3/15.11.2019/L1/M2/D44, T3/15.11.2019/L1/M2/D50 and T3/15.11.2019/L1/M2/D56. One of them can be seen bellow:

> L: **Okey good the correction from the time manager** *there are so many things doesn't include only the time location used by the members of the group and also the expression used by the members of the group.* **Good. Okey that good point for the time managers** *because she also pay attention the members performed.* (T3/15.11.2019/L1/M2/D9).

The lecturer said "*Okey good the correction from the time manager"* and also said *"Good. Okey that good point for the time managers"*. The context situation happened when the lecturer gives states for the student's correction for the present debate from the third group.

The lecturer agrees with the time manager's statement. This utterance was classified collaborative of stating.

(2) Collaborative of Informing

In the main activities, the lecturer performed 2 functions of collaborative of informing. The goal of informing is to tell someone about certain facts they do not know. They are data T3/15.11.2019/L1/M2/D40 and T3/15.11.2019/L1/M2/D49. One of them following the conversation:

> L: **If you perform well the audience automatically listen to your performance yah.** (T3/15.11.2019/L1/M2/D40)

The utterance above, was classified collaborative of informing. The lecturer performed representative of informing by saying "*If you perform well the audience automatically listen to your performance yah*" the context situation happened when the lecturer gave information about when the perform debate well automatically the audience will pay attention to the performer.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the

first lecturer in the second meeting in the main activity. The table

can be seen bellow:

Table 4.24

Types of Illocutionary Function Used by The First Lecturer

in The Second Meeting in The Main Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Main Activity	Competitive	Asking	19
		Requesting	17
		Ordering	12
	Convivial	Thanking	4
	Collaborative	Stating	6
		Informing	2
Total			60

From the table above, the researcher found 3 functions of

illocutionary function used by the lecturer during teaching and

learning process in the main activity. They were competitive,

convivial and also collaborative. Competitive was used there

were asking 19 times, requesting 17, and ordering 12. Convivial

of thanking was used 4 times. And also collaborative was used

there were stating 6 times and informing 2 times.

3) Closing Activity

Closing activity has happened in the end of the lesson. In

closing the lesson, the lecturer also performed some speech act.

Based on the observation, the researcher found there were 10

utterances of illocutionary function performed by the lecturer. They are include competitive and convivial. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the closing activity, the researcher found competitive function are asking and ordering . On the analysis of this first lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the closing activity also performed of competitive of asking. The researcher found 3 functions of competitive of asking. They are data T3/15.11.2019/L1/M2/D72, T3/15.11.2019/L1/M2/D77 and T3/15.11.2019/L1/M2/D78. One of them can be seen bellow:

L: ***Waktunya habis?***

Ss: *Dah habis*

L: ***Ada pertanyaan?*** (T3/15.11.2019/L1/M2/D72)

Ss: *Nothing*

The conversation above, the lecturer asking to the student about the time is over for that day by saying "*Waktunya habis?"* and also the lecturer said "*Ada pertanyaan?"*context situation happened when the lecturer wants to closing the activities that day, but before the lecturer closed the teaching learning the lecturer asking to the students still there is question or not. The utterance above was classified competitive of asking.

(2) Competitive of Ordering

Ordering and requesting was same. But the request is more polite than order. The lecturer also used competitive of ordering during teaching and learning process in closing activity. The researcher found 6 utterances of a competitive of ordering. They are data T3/15.11.2019/L1/M2/D73, T3/15.11.2019/L1/M2/D75, T3/15.11.2019/L1/M2/D76, T3/15.11.2019/L1/M2/D79, T3/15.11.2019/L1/M2/D80 and T3/15.11.2019/L1/M2/D82. One of them can be seen bellow:

L: ***Oh ya, please very body log in, bikin akun edmodo ya.*** (T3/15.11.2019/L1/M2/D73)

In the closing activity, the lecturer before closed activities learning, that day, the lecturer ordered the students to login in edmodo account for submited the students' project by saying "*Oh ya, please very body log in, bikin akun edmodo ya.*". This utterance was classified competitive of ordering.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. In the closing activity, the researcher found convivial function is thanking. On the analysis of this first lecturer utterance that appear include:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the closing activities the researcher found 1 function that performed by the lecturer. One of the data of function of thanking is illustrated the lecturer expressed his gratitude to his students because of their students' attention for that day during teaching learning process.

The data is T3/15.11.2019/L1/M2/D83. The utterance can be seen bellow:

L: ***Yak thank you for your attention.*** (T3/15.11.2019/L1/M2/D83)

The utterance above, the lecturer closing this activity by saying "*Yak thank you for your attention.*" because during teaching learning process the students always pay attention the lecturer so the lecturer exxprees his feeling by saying like that. This utterance was classifies expressive of thanking.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the first lecturer in the second meeting in the main activity. The table can be seen bellow:

Table 4.25

Types of Illocutionary Function Used by The first Lecturer in The Second Meeting in The Closing Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Closing Activity	Competitive	Asking Ordering	3 6
	Convivial	Thanking	1
Total			10

From the table above, the researcher found 2 functions of illocutionary function used by the lecturer during teaching and learning process in the closing activity. They were competitive and convivial. The lecturer was used competitive there were asking 3 times and ordering 6 times. Convivial of thanking was used 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary function used by the first lecturer in the second meeting during the teaching learning process. The table can be seen bellow:

Table 4.26

Data Findings of The Types of Illocutionary Function Used by The First Lecturer in Teaching and Learning Process on The Second Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No	Activity	Types of Illocutionary Function	Mean	Frequency
1.	Opening	Competitive	Asking	1
			Requesting	1
2.	Main Activity	Competitive	Asking	19
			Ordering	12
			Requesting	17
		Convivial	Thanking	4
		Collaborative	Stating	6

			Informing	2
3.	Closing Activity	Competitive	Asking	3
			Ordering	6
		Convivial	Thanking	1
Total				72

From the table above, the researcher found 3 functions of illocutionary function used by the first lecturer during teaching and learning process in the second meeting. They were competitive, convivial and also collaborative. Competitive was used 59 times, convivial 5 times and collaborative 8 times.

c. **Illocutionary Function Used by The Second Lecturer in The First Meeting During Teaching and Learning Process.**

1) Opening

In opening the class, the lecturer greets the student by using kinds of speech act which can attract the students in the learning process. In opening activity the lecturer performed four types of illocutionary function , it is included competitive and convivial. On the analysis of this second lecturer utterance that appear include:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the

hearer. In the opening activity, the researcher found competitive function are asking and ordering. On the analysis of this second lecturer utterance that appear include:

(1) Competitive of Asking

In the opening activity, the researcher found 5 functions of competitive of asking performed by the lecturer. Before start the lesson the lecturer give some question for the students about the guest who conduct research in this class. They are data T2/09.11.2018/L2/M1/D3, T2/09.11.2018/L2/M1/D6, T2/09.11.2018/L2/M1/D8, T2/09.11.2018/L2/M1/D9 and T2/09.11.2018/L2/M1/D11. An of them can be seen bellow:

> L:***Tau illocutuonary bagian apa?***
> Ss :*linguistic*
> L : ***materinya apa?*** (T2/09.11.2018/L2/M1/D6)
> Ss : *semantic pragmatic.*

The conversation above, the context situation happened when the lecturer asking to the students after the researcher introduce her self and explain about her thesis, then the lecturer asking the students have done understand or not with the researcher's explained by saying *"Tau illocutuonary bagian apa?"* and also said

"materinya apa?". This utterance was classified competitive of asking.

(2) Directive of Ordering

Beside directive of asking, the researcher also found the competitive of ordering performed by the lecturer in the opening activity. The researcher found 4 functions from the lecturer's performed. They are data T2/09.11.2018/L2/M1/D4, T2/09.11.2018/L2/M1/D10, T2/09.11.2018/L2/M1/D12 and T2/09.11.2018/L2/M1/D13. One of them can be seen bellow:

> L: *Oke mbak rahma going to conduct her research and please helping her.* **Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik**. *Nanti kembali kekalian kok kalo nanti kalian tau bisa membantu kalian cepat lulus.* (T2/09.11.2018/L2/M1/D12)

The utterance above, the lecturer said "*Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik.*" the context situation happened when the lecturer ordered to the student for help mbak Rahma as the researcher in the class during research. This utterance was classified directive of ordering.

b) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the opening activity, the researcher found collaborative function is informing. On the analysis of this second lecturer utterance that appear include:

(1) Collaborative of Informing

The researcher found 2 function of collaborative of informing performed by the lecturer during the opening activities in the teaching learning. Those utterances were classified into the representative of informing. They are data T2/09.11.2018/L2/M1/D2 and T2/09.11.2018/L2/M1/D5. One of them can be seen bellow:

L: ***Today we have a new guest mbak Rahma Ni'matul Husna.*** (T2/09.11.2018/L2/M1/D2)

The context situation happened when the lecturer said "*Today we have a new gesture mbak Rahma Ni'matul Husna.*" because the lecturer wants to give information that from that day mbak Rahma want to conduct research in this class, and the lecturer also wants the students help mbak Rahma during research in

this class. This utterance was classified collaborative of informing.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the second lecturer in the first meeting in the opening activity. The table can be seen bellow:

Table 4.27

Types of Illocutionary Function Used by The Second

Lecturer in The First Meeting in The Opening Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Opening	Competitive	Asking	5
		Ordering	4
	Collaborative	Informing	2
Total			11

From the table above, the researcher found 2 functions of illocutionary function used by the lecturer during teaching and learning process in the opening activity. They were competitive and collaborative. The lecturer was competitive there were asking 5 times and ordering 4 times. And also the lecturer was used collaborative there was informing 2 times.

2) Main Activity

In the main activities, the lecturer performed 61 utterances of

illocutionary functions during teaching and learning process. The researcher found four types of illocutionary acts that performed by the second lecturer in the first meeting. There were competitive, convivial and collaborative. On the analysis of this first lecturer utterance that include of illocutionary act are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the main activity, the researcher found competitive function are ordering, asking and requesting. On the analysis of this second lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. The lecturer during teaching and learning process in the main activity on the second meeting also performed of competitive of asking. The researcher found 24 functions of competitive of asking. They are data

T2/09.11.2018/L2/M1/D20, T2/09.11.2018/L2/M1/D21,

T2/09.11.2018/L2/M1/D24, T2/09.11.2018/L2/M1/D27,

T2/09.11.2018/L2/M1/D29, T2/09.11.2018/L2/M1/D31,

T2/09.11.2018/L2/M1/D33, T2/09.11.2018/L2/M1/D34,

T2/09.11.2018/L2/M1/D35, T2/09.11.2018/L2/M1/D37,

T2/09.11.2018/L2/M1/D39, T2/09.11.2018/L2/M1/D41,

T2/09.11.2018/L2/M1/D46, T2/09.11.2018/L2/M1/D49,

T2/09.11.2018/L2/M1/D58, T2/09.11.2018/L2/M1/D66,

T2/09.11.2018/L2/M1/D73, T2/09.11.208/L2/M1/D74,

T2/09.11.2018/L2/M1/D76, T2/09.11.2018/L2/M1/D79,

T2/09.11.2018/L2/M1/D81, T2/09.11.2018/L2/M1/D82,

T2/09.11.2018/L2/M1/D85   and

T2/09.11.2018/L2/M1/D88. One of them can be seen

bellow:

> L: ***How many people? How many buildings? How much many do yave an island? Berapa banyak uang yag kamu punya?*** (T2/09.11.2018/L2/M1/D46)
>
> Ss: *Sebanyak banyaknya..*
>
> L: *Tak terhingga yahh..listrik menurut kamu gimana? Gak bayar free, listriknya gratis, habis itu? airnya? sungai?*
>
> Ss: *Laut*

The conversation above, the lecturer asking to the

students how much thing that the student want to fill in

the island that they made by saying *"How many people?*

How many buildings? How much many do have an island? Berapa banyak uang yag kamu punya?". So the students understand that the island they mad, have to fill something that they want. This utterance was classified directive of asking.

(2) Competitive of Requesting

The researcher found 6 functions of a competitive of requesting from the lecturer's utterances during teaching and learning in the main activities. The purpose of requesting is to politely to ask something or someone to do something. One of the data of requesting found when the lecturer wanted the students to explain their argument or comment in English. They are data T2/09.11.2018/L2/M1/D15, T2/09.11.2018/L2/M1/D19, T2/09.11.2018/L2/M2/D23, T2/09.11.2018/L2/M1/D25, T2/09.11.2018/L2/M1/D42 and T2/09.11.2018/L2/M1/D86. One of them can be seen in the following sentence:

> L: *Mawar. Draw something that you really like sesuatu yang kamu suka okey, ini sesuatu yang belum kamu sukai yahh? sampai disini ngerti? Kemudian kamu belum maksimal you can maximum in this one so you not must maximum in this. The lost island, nah the lost island ini*

kamu nanti **saya akan minta kalian untuk membuat point point apa yang harus ada dipulaui ini**. (T2/09.11.2018/L2/M1/D42)

The utterance above, the lecturer's request for the student to make the point that the students fill in their island by saying "*saya akan minta kalian untuk membuat point point apa yang harus ada dipulaui ini.*" The utterance above was classified directive of requesting.

(3) Competitive of Ordering

In the main activities, the researcher found 21 functions that performed by the lecturer. Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. One of the data of competitive of ordering expressed when the lecturer wanted his students give applause for the first group after doing debate that day. The lecturer used the act of ordering to ask his students. They are data T2/09.11.2018/L2/M1/D17, T2/09.11.2018/L2/M1/D26, T2/09.11.2018/L2/M1/D28, T2/09.11.2018/L2/M1/D38, T2/09.11.2018/L2/M1/D40, T2/09.11.2018/L2/M1/D44, T2/09.11.2018/L2/M1/D47, T2/09.11.2018/L2/M1/D50, T2/09.11.2018/L2/M1/D51,

T2/09.11.2018/L2/M1/D56 T2/09.11.2018/L2/M1/D60,

T2/09.11.2018/L2/M1/D62, T2/09.11.2018/L2/M1/D67,

T2/09.11.2018/L2/M1/D69, T2/09.11.2018/L2/M1/D71,

T2/09.11.2018/L2/M1/D75, T2/09.11.2018/L2/M1/D77,

T2/09.11.2018/L2/M1/D78, T2/09.11.2018/L2/M1/D80,

T2/09.11.2018/L2/M1/D83   and

T2/09.11.2018/L2/M1/D86. One of them can be seen in

he following example:

> L: *Mawar.* **Draw something that you really like**
> **sesuatu   yang   kamu   suka   okey**.
> (T2/09.11.2018/L2/M1/D40)

The utterance above, the lecturer said "*Draw
something that you really like sesuatu yang kamu suka
okey.*" context situation happened when the lecturer
after explained the material about utopian society then
the lecturer ordered the student to draw something that
the students' really like. The utterance was classified
directive of ordering.

b) Convivial

Convivial aims in compliance with the social purposes,
for instance offering, inviting, greeting, thanking and
congratulating. In the main activity, the researcher found

convivial function is thanking. On the analysis of this second lecturer utterance that appear include:

(1) Convivial of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 2 functions that performed by the lecturer. One of convivial of thanking is illustrated the lecturer expressed his gratitude to his students because of their students' performance their picture in front of the class. They are data T2/09.11.2018/L2/M1/D72 and T2/09.11.2018/L2/M1/D89. The utterance can be seen bellow:

L: *Okey* ***Thank*** *you.*
(T2/09.11.2018/L2/M1/D72)

The utterance above, the lecturer said "*Okey Thank you*" context situation happened when the lecturer gives appreciate for the student who want or dare to come forward in front of the class and the presented their picture in front of the lecturer and their friends. This utterance was classified expressive of thanking.

c) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the main activity, the researcher found collaborative function are stating and informing. On the analysis of this second lecturer utterance that appear include:

(1) Collaborative of Stating

The lecturer performed 3 functions collaborative of sating during teaching and learning process in the main activities. The lecturer used this act in order to give some truth his students about something or someone. They are data T2/09.11.2018/L2/M1/D16, T2/09.11.2018/L2/M1/D18 and T2/09.11.2018/L2/M1/D84. One of them following the conversation:

> L: *So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking*. (T2/09.11.2018/L2/M1/D16)

The utterance above, the lecturer said "*So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking."* the context situation happened

when the lecturer start the lesson that day, the lecturer stated that that day will be discussed about the speech with the topic of utopian society. The utterance above was classified collaborative of stating.

(2) Collaborative of Informing

In the main activities, the lecturer performed 5 functions of collaborative of informing. The goal of informing is to tell someone about certain facts they do not know. They are data T2/09.11.2018/L2/M1/D14, T2/09.11.2018/L2/M1/D32, T2/09.11.2018/L2/M1/D52, T2/09.11.2018/L2/M1/D57 and T2/09.11.2018/L2/M1/D68. One of them following the conversation:

S: *Harus island?*

L: ***Islandnya bebas*** (T2/09.11.2018/L2/M1/D52)

The conversation above, happened when the lecturer gave information to the students about the picture that they made, the lecturer gave information by saying *"Islandnya bebas"*, the lecturer wants the students draw the free island like they want. This utterance was classified collaborative of informing.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the second lecturer in the first meeting in the main activity. The table can be seen bellow:

Table 4.28

Types of Illocutionary Function Used by The Second

Lecturer in The First Meeting in The Main Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Main Activity	Competitive	Asking	24
		Ordering	21
		Requesting	6
	Convivial	Thanking	2
	Collaborative	Stating	3
		Informing	5
Total			61

From the table above, the researcher found 3 functions of illocutionary function used by the lecturer during teaching and learning process in the main activity. They were competitive, convivial and collaborative. The lecturer was used competitive there were asking 24 times, ordering 21, and requesting 6 times. The lecturer was used convivial there was thanking 2 times, and also the lecturer was used collaborative there were stating 3 times and informing 5 times.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there were 2 functions performed by the lecturer. They include competitive and collaborative. On the analysis of this second lecturer utterance that include of illocutionary act are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the closing activity, the researcher found competitive function is asking. On the analysis of this second lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for asking something or someone. The lecturer during teaching and learning process in the closing activity also performed of directive of asking. The researcher found 1 functions of competitive of asking. The data is T2/09.11.2018/L2/M1/D90. An act can be seen bellow:

L: ***Yak ada masukan? Dunia dan akhirat itu bahasa   inggrisnya   apa?***
(T2/09.11.2018/L2/M1/D90)

S: *Here after and live after*

The conversation above in the closing activities the lecturer before close the lesson, the lecturer give some question for the student. The lecturer asking about what the English of dunia akhirat by saying "*Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?*". The lecturer wants to the students answer her question. The utterance was classified competitive of asking.

b) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the closing activity, the researcher found collaborative function is stating. On the analysis of this second lecturer utterance that appear include:

(1) Collaborative of Stating

The lecturer performed 1 function of collaborative of sating during teaching and learning process in the closing activities. The lecturer used this act in order to

give some truth his students about something or someone. The data is T2/09.11.2018/L2/M1/D92. An act following the conversation:

L: ***Great picture!*** (T2/09.11.2018/L2/M1/D92)

The utterance above the lecturer said "*Great picture!"* context situation happened when the lecturer gave stated for the student who presented his picture, and the lecturer thinks the picture was a great picture. The utterance above was classified collaborative of stating.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the second lecturer in the first meeting in the closing activity. The table can be seen bellow:

Table 4.29

Types of Illocutionary Function Used by The Second Lecturer in The First Meeting in the Closing Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Closing Activity	Competitive	Asking	1
	Collaborative	Stating	1
Total			2

From the table above, the researcher found 2 functions of illocutionary function used by the lecturer during teaching and learning process in the closing activity. They were competitive and collaborative. The lecturer was used competitive of asking time and collaborative of stating 1 time.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary function used by the second lecturer in the second meeting during the teaching learning process. The table can be seen bellow:

Table 4.30

Data Findings of The Types of Illocutionary Function Used by The First Lecturer in Teaching and Learning Process on The First Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No	Activity	Types of Illocutionary Function	Mean	Frequency
1.	Opening	Competitive	Asking	5
			Ordering	4
		Collaborative	Informing	2
2.	Main Activity	Competitive	Asking	24
			Ordering	21
			Requesting	6
		Convivial	Thanking	2
		Collaborative	Stating	3
			Informing	5
3.	Closing	Competitive	Asking	1

	Activity	Collaborative	Stating	1
Total				74

From the table above, the researcher found 3 functions of illocutionary function used by the second lecturer during teaching and learning process in the first meeting. They were competitive, convivial and collaborative. From 74 utterances above, the competitive 61 times, convivial 2 times and collaborative 11 times. From the table above, the most dominant illocutionary function used by the lecturer was competitive there were 61 times.

d.   **Illocutionary Function Used by The Second Lecturer in The First Meeting During Teaching and Learning Process.**

1)   Opening

In the opening activity, the lecturer performed 3 functions, it is include competitive and collaborative. The researcher found 3 functions performed by the second lecturer during teaching and learning process in opening activity in the second meeting. On the analysis of this second lecturer utterance that appear include:

a)   Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the

hearer. In the opening activity, the researcher found competitive function is asking. On the analysis of this second lecturer utterance that appear include:

(1) Competitive of Asking

In the opening activities, the researcher found 5 functions of a competitive of asking performed by the lecturer. Before starting the lesson the lecturer gives some question for the students about the guest who conduct research in this class. They are data T4/16.11.2018/L2/M2/D3, T4/16.11.2018/L2/M2/D7, T4/16.11.2018/L2/M2/D8, T4/16.11.2018/L2/M2/D9 and T4/16.11.2018/L2/M2/D10. One of them of the utterance can be seen bellow:

L: *Is there any students like to present their paper in front of this class?*
(T4/16.11.2018/L2/M2/D3)

The utterance above, the lecturer said "*Is there any students like to present their paper in front of this class?*" context situation happened when the lecturer try to asking the students who want to present their picture continue last week that finish yet. The lecturer wants the students active during teaching and learning process, so the students can get point for speaking class.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. In the opening activity, the researcher found convivial function is thanking. On the analysis of this second lecturer utterance that appear include:

(1) Expressive of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the opening activities the researcher found 1 function that performed by the lecturer. One of the data of thanking is illustrated the lecturer expressed his thankful for his students because of their students attendance in her class. The data is T4/16.11.2018/L2/M2/D2. The utterance can be seen bellow:

L: *Ok, thank you for coming today* (T4/16.11.2018/L2/M2/D2)

The utterance above, the lecturer thanks giving for the student because came in her class by saying "*Ok, thank you for coming today*". This utterance also made the students enjoy and spirit for started the lesson that

day. This utterance was classified convivial of thanking it showed from the lecturer's feeling.

c) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the opening activity, the researcher found collaborative function is informing. On the analysis of this second lecturer utterance that appear include:

(1) Collaborative of Informing

In the opening activities, the lecturer performed 1 function of collaborative of informing. The goal of informing is to tell someone about certain facts they do not know. The data is T4/16.11.2018/L2/M2/D6. An act following the conversation:

> L: *Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini jangan tambahin buletan sendiri.* (T4/16.11.2018/L2/M2/D6)

The utterance above, the lecturer gave information about students who did not have point of this speaking class by saying "*Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini*".The

lecturer wants the students who don't have point for present their picture in front of the class. This utterance was classified collaborative of informing.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the second lecturer in the second meeting in the opening activity. The table can be seen bellow:

Table 4.31

Types of Illocutionary Function Used by The Second

Lecturer in The Second Meeting in The Opening Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Opening	Competitive	Asking	5
	Convivial	Thanking	1
	Collaborative	Informing	1
Total			7

From the table above, the researcher found 3 functions of illocutionary function used by the lecturer in the opening activity. They were competitive, convivial and collaborative. The competitive of asking used 5 times, convivial of thanking 1 time and also collaborative of informing 1 times.

2) Main Activity

In the main activities, the lecturer performed 56 utterances of illocutionary functions during teaching and learning process. The researcher found four types of illocutionary functions that performed by the lecturer in the second meeting. There were competitive, convivial, collaborative and conflictive. On the analysis of this second lecturer utterance that include of illocutionary functions are:

a) Competitive

Competitive aims at competing with the social purposes, such as ordering, asking, demanding, and begging. It is intended to produce some effects through action by the hearer. In the main activity, the researcher found competitive function are asking, requesting and ordering. On the analysis of this second lecturer utterance that appear include:

(1) Competitive of Asking

Asking is used for the purpose of getting an answer from the hearer by posing a question. The questioning force also serves the function as elicitation. The lecturer poses question to make the student participate actively in the process of teaching and learning. During the main

activities, the researcher found 38 utterances of competitive asking. They are data T4/16.11.2018/L2/M2/D12, T4/16.11.2018/L2/M2/D14, T4/16.11.2018/L2/M2/D17, T4/16.11.2018/L2/M2/D18, T4/16.11.2018/L2/M2/D19, T4/16.11.2018/L2/M2/D20, T4/16.11.2018/L2/M2/D21, T4/16.11.2018/L2/M2/D23, T4/16.11.2018/L2/M2/D24, T4/16.11.2018/L2/M2/D25, T4/16.11.2018/L2/M2/D28, T4/16.11.2018/L2/M2/D29, T4/16.11.2018/L2/M2/D30, T4/16.11.2018/L2/M2/D31, T4/16.11.2018/L2/M2/D33, T4/16.11.2018/L2/M2/D34, T4/16.11.2018/L2/M2/D35, T4/16.11.2018/L2/M2/D36, T4/16.11.2018/L2/M2/D38, T4/16.11.2018/L2/M2/D39, T4/16.11.2018/L2/M2/D40, T4/16.11.2018/L2/M2/D43, T4/16.11.2018/L2/M2/D45, T4/16.11.2018/L2/M2/D47, T4/16.11.2018/L2/M2/D49, T4/16.11.2018/L2/M2/D51, T4/16.11.2018/L2/M2/D52, T4/16.11.2018/L2/M2/D53, T4/16.11.2018/L2/M2/D56, T4/16.11.2018/L2/M2/D60, T4/16.11.2018/L2/M2/D62, T4/16.11.2018/L2/M2/D63, T4/16.11.2018/L2/M2/D64, T4/16.11.2018/L2/M2/D66, T4/16.11.2018/L2/M2/D69, T4/16.11.2018/L2/M2/D73 and T4/16.11.2018/L2/M2/D74. One of them following the conversation:

L: ***Do you remember the speech from Barack Obama?*** (T4/16.11.2018/L2/M2/D60)

Ss: *Yaa*

From the conversation above, the lecturer performed directive of asking or question. It can be shown from the lecturer's question to the student, the lecturer said *"Do you remember the speech from Barack Obama?"* the context situation happened when the lecturer asking to the student have they still remember when Obama speech. When Obama speech, he is good performer, he speak nicely in front of many people. From the question the lecturer wanted the student answer it. The lecturer perform to asked the student directly. This utterance was classified directive of asking.

(2) Competitive of Requesting

The purpose of requesting is to politely to ask something or someone to do something. The researcher found 3 functions of a competitive of requesting from the lecturer's utterances during teaching and learning in the main activities. One of the data of requesting found when the lecturer wanted one of her students come forward in front of the class and explained something.

The are data T4/16.11.2018/L2/M2/D11, T4/16.11.2018/L2/M2/D22 and T4/16.11.2018/L2/M2/D46. That act can be seen in the following sentence:

> L: ***Now please try to come forward and explain something.*** *My romantic husband with my husband will be.* (T4/16.11.2018/L2/M2/D46)

The utterance above "*Now please try to come forward and explain something.*" context the situation when the lecturer ordered for the student to come forward in front of class and explained their picture with more polite. From the lecturer's request, the lecturer wanted the student to do it. This utterance was classified a competitive of request because the lecturer's request to the students directly.

(3) Competitive of Ordering

Ordering is used to ask for something to be done. Ordering is similar to requesting but requesting is considered to be more polite. In the main activities, the researcher found 9 functions that performed by the lecturer. One of the data of competitive of ordering expressed when the lecturer wanted his students to answer her question about their feelings when they

come forward in front of class and explained something. The lecturer used the function of ordering to ask his students. They are data T4/16.11.2018/L2/M2/D13, T4/16.11.2018/L2/M2/D15, T4/16.11.2018/L2/M2/D16 T4/16.11.2018/L2/M2/D27, T4/16.11.2018/L2/M2/D32, T4/16.11.2018/L2/M2/D37, T4/16.11.2018/L2/M2/D55, T4/16.11.2018/L2/M2/D67 and T4/16.11.2018/L2/M2/D72. It can be seen in he following example:

> L: ***Yah answer this question! How do you feel about talking? what do you feel when you are going to talking about something in front of this class?*** (T4/16.11.2018/L2/M2/D55)
>
> S: *Nervous*
>
> S: *Tremor*

The conversation above happened when the lecturer said "*Yah answer this question!*" with the context situation that the lecturer wants the students answer her question about speech in front of the class what the students' feel. From the students' answer, the lecturer can know about the students' feeling if her students come forward in front of the class. The lecturer ordered his student by using direct speech act because he had higher position than his students in the classroom.

b) Convivial

Convivial aims in compliance with the social purposes, for instance offering, inviting, greeting, thanking and congratulating. In the main activity, the researcher found convivial function is thanking. On the analysis of this second lecturer utterance that appear include:

(1) Convivial of Thanking

Thanking is used to express to someone that you are grateful for something that they have done. In the main activities the researcher found 3 functions that performed by the lecturer. One of the data of thanking is illustrated the lecturer expressed his gratitude to his students because of their students' performance their picture in front of the class. They are data T4/16.11.2018/L2/M2/D42, T4/16.11.2018/L2/M2/D48 and T4/16.11.2018/L2/M2/D50. The utterance can be seen bellow:

L: *Ok, thank you, for another?* (T4/16.11.2018/L2/M2/D48)

S: *Ok, I will tell you about my dream island*

The utterance above, the lecturer said "*Okey Thank you*" context situation happened when the lecturer gives

appreciate for the student who want or dare to come forward in front of class and the presented their picture in front of the lecturer and their friends. Also the lecturer asking for the next students who wants to come forward in front of the class again. This utterance was classified convivial of thanking.

c) Collaborative

The collaborative aims at ignoring the social purposes as like asserting, reporting, announcing, and instructing. It is commit the speaker to the truth of expressed proposition. In the main activity, the researcher found collaborative function is informing. On the analysis of this second lecturer utterance that appear include:

(1) Collaborative of Informing

The goal of informing is to tell someone about certain facts they do not know In the main activities, the lecturer performed 2 functions of collaborative of informing during the teaching learning process in the main activities. They are data T4/16.11.2018/L2/M2/D70 and T4/16.11.2018/L2/M2/D71. One of them following the conversation:

L: *Ada kok,* **barti kalian itu generasi yang biasa atau automatically looking materi by your own, nah you are indicated as automatic learners,** *so what they do as automatic learner?* **Automatic learners itu mencari informasi sendiri**, *coba saya tanya waktu presentasi introduction to linguistic materinya cari dari buku   apa   dari   internet?* (T4/16.11.2018/L2/M2/D70)

The utterance above, the context situation happened when the lecturer give information for the students that the students was include generation of automatically learner. It is mean that the students have to learner by their own, everything doing by themselves or they have to be active to looking for information by them self. This utterance was classified collaborative of informing.

d) Conflictive

Conflictive aims at conflicting against the social purposes. Such as threatening, accusing, and reprimanding. In the main activity, the researcher found collaborative function is informing. On the analysis of this second lecturer utterance that appear include:

(1) Conflictive of Threat

The threat is an expression of an intention to inflict pain, injury, punishment or evil. The purpose the threat

is to persuade the hearer believe to the speaker, because it is a suggestion that something unpleasant or violent will happen. The researcher also found threat utterance from the lecturer performed during teaching and learning process in the main activities. The lecturer found 1 function of conflictive of threatening. The data is T4/16.11.2018/L2/M2/D41. An act can be seen bellow:

> L: *Another student like to performance? No?* ***You didn't get the point if you didn't come forward present the context.*** (T4/16.11.2018/L2/M2/D41)

The utterance above, the lecturer said "*You didn't get the point if you didn't come forward present the context.*" context situation happened when the lecturer gave some threat to the student if the students didn't want to come forward in the front of the class the lecturer didn't gave points for the students. This threat is purposed for the students to do something like the lecturer's wants, beside it the lecturer wants the students active during the teaching and learning process. This utterance was classified conflictive of threat.

From the explanation above, the researcher gave table to show the findings of types of illocutionary function used by the second lecturer in the second meeting in the main activity. The table can be seen bellow:

Table 4.32

Types of Illocutionary Function Used by The Second

Lecturer in The Second Meeting in The Opening Activity

Activity	Types of Illocutionary Function	Mean	Frequency
Main Activity	Competitive	Asking	38
		Ordering	9
		Requesting	3
	Convivial	Thanking	3
	Collaborative	Informing	2
	Conflictive	Threatening	1
Total			56

From the table above, the researcher found 4 functions of illocutionary function used by the lecturer in the main activity. They were competitive, convivial, collaborative and conflictive. The lecturer was used competitive there were asking 38 times, ordering 9, and requesting 3 times. The convivial of thanking 3 times, collaborative of informing 2 times and conflictive of threatening 1 time.

3) Closing Activity

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some speech act. Based on the observation, the researcher found there no illocutionary function performed by the lecturer.

Based on the explanation above, the researcher made a table that showed about the types of illocutionary function used by the second lecturer in the second meeting during the teaching learning process. The table can be seen bellow:

Table 4.33

Data Findings of The Types of Illocutionary Function Used by The First Lecturer in Teaching and Learning Process on The First Meeting on The Academic Speaking Class of The Third Semester in English Education Department of IAIN Surakarta

No.	Activity	Types of Illocutionary Function	Mean	Frequency
1.	Opening	Competitive	Asking	5
		Convivial	Thanking	1
		Collaborative	Informing	1
2.	Main Activity	Competitive	Asking Ordering Requesting	38 9 3
		Convivial	Thanking	3
		Collaborative	Informing	2
		Conflictive	Threatening	1
3.	Closing	-	-	0

	Activity			
Total				63

From the table above, the researcher found 4 functions of illocutionary function used by the second lecturer during teaching and learning process in the second meeting. They were competitive, convivial, collaborative and conflictive. From 63 utterances, the competitive there were 55 times, convivial 4 times, collaborative 3 times and conflictive 1 time. From the table above, the most dominant illocutionary functions used by the second lecturer during teaching and learning process in the second meeting was competitive there were 55 times.

B.   Discussion

This section presents the discussion of the research findings. There are three problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the types of illocutionary acts used by the lecturer in the teaching and learning process on the academic speaking class of the third semester on the English education department of IAIN Surakarta and the types of illocutionary function used by the lecturers in the teaching and learning process on the academic speaking class of the third semester on the English education department of IAIN Surakarta.

Then, researcher applies the theory to analyze the dialog of teachers in teaching and learning process in IAIN Surakarta. Yule's theory shows that there are 5 kinds of speech act; expressives, declaratives, directives, representatives and commissives. From the research finding, the researcher found several types of illocutionary acts used by the lecturers in uttered her or his utterances to students during teaching and learning process. The findings are discussed below.

1. **Types of Illocutionary Acts Used by The Lecturers**

In analyzing the data, the researcher used Yule's theory. Yule devides the kind of speech acts into declarative, representative, expressive, directive and commisive. (Yule, 2006: 92-94).

After conducting the research, the researcher found four types of illocutionary acts performed by two lecturers in teaching learning process on the academic speaking of the third semester on the English education department of IAIN Surakarta based on observation on November 2018. They were representative, directive, expressive and commisive.

After research, analyzing the dialog of the lecturer on the teaching and learning process in the classroom, the researcher did not find all of the kinds of ilocutionary acts. The researcher only found 4 of 5 kinds of illocutionary act of Yule's theory used by the lecturers. The first and the second lecturer used 353 utterances of types of illocutionary acts. From 353 utterances, directive utterance was used 261 times. The directive is mostly performed by the lecturers during teaching and learning process. It is

because directive can be applied in the teaching and learning process to manage and control the activities and the students during teaching and learning process. The lecturers' used of asking allowed the students to participate more actively in the lesson. It is also beneficial to check the students' knowledge or comprehension as well as to promote the students' critical thinking. It implies that asking should be employed by the lecturer during classroom communication practice.

Representative was used 57 times used by the lecturers during teaching and learning process. The representative mostly used by the lecturers then expressive acts. The lecturer mostly expressed explaining and informing statement to the students. It is because the lecturer must be explanation the material to make the students understand the lesson and also the students get information about something that they still don not know to be known. By explaining statement and information, it is made the lecturer easy for transferring material to the students.

Expressive was used by the lecturers 27 times used by the lecturers during teaching and learning process. The expressive act mostly used by the lecturer then commisive acts. Expressive is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The lecturers mostly used to express welcoming and thanking during teaching and learning process, it is because the lecturers always give appreciated for the students after the students have

done to do something and also welcoming statement to the students always used in opening and closing activity.

Commisive was used by the lecturer 8 times during teaching and learning process. Commisve is also rarely used by the lecturers during teaching and learning process on the classroom. The lecturer mostly used expressed promise statement to the students. It is because the lecturers promise to the students will give points for the students when the students do the best assignment.

Moreover, the lecturers used four types of illocutionary act that are representative, directive, expressive and commisive. Declarative did not used by the lecturers in the teaching and learning process. Declarative act can be change the world via utterance. When using this act, the speaker has to have a special institutional role. In the teaching and learning process, it is impossible if the lecturer suddenly has a special institutional. In addition, the declarative act will successfully perform if it is said by someone who has a power or effect.

2. Dominant Illocutionary Acts Used by The Lecturers

From the research finding, the researcher found 184 utterances from the first lecturer and 169 utterances from the second lecturer. From the first and the second lecturer used 353 utterances of types of illocutionary acts. The lecturer used four types of illocutionary acts, it includes representative, directive, expressive and commisive. From 353 utterances, representative was used 57 times. directive was used 261 times, expressive was used 27

times, and commisive was used 8 times. From the explanation above, it can be conclude that the dominant of used types of illocutionary acts by the lecturers during teaching and learning process is directive act.

Mostly, the lecturer used directive act rather that other illocutionary act, because the lecturer wanted to hook the students' attention by asking them by giving many questions. The lecturer used by asking to allow the students to participate more actively in the lesson . And it is also beneficial to check the students' knowledge or comprehension as well as to promote the students' critical thinking. It implies that asking should be employed by the lecturers during teaching and learning process.

3. **Types of Illocutionary Functions Used by The Lecturers**

In analyzing the data, the researcher used Leech's theory. Leech devides the kind of illocutionary functions into competitive, convivial, collaborative and conflictive Leech's (1993:104)

After conducting the research, the researcher found four types of illocutionary functions performed by two lecturers in teaching learning process on the academic speaking of the third semester on the English education department of IAIN Surakarta based on observation on November 2018. They were competitive, convivial, collaborative and conflictive.

After research, analyzing the dialog of the lecturer on the teaching and learning process in the classroom, the researcher found all of the kinds of illocutionary functions. The researcher only found 4 kinds of illocutionary

act of Leech's theory used by the lecturers. The first and the second lecturer used 289 utterances include of types of illocutionary functions. From 289 utterances, competitive function was used 242 times. The competitive function is mostly performed by the lecturers during teaching and learning process. It is because competitive function can be applied in the teaching and learning process to manage and control the activities and the students during teaching and learning process. The lecturers' used of competitive of asking allowed the students to participate more actively in the lesson. It is also beneficial to check the students' knowledge or comprehension as well as to promote the students' critical thinking. It implies that asking should be employed by the lecturer during classroom communication practice.

Convivial function was used 15 times used by the lecturers during teaching and learning process. The convivial mostly used by the lecturers then conflictive. The lecturer mostly expressed convivial Expressive is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The lecturers mostly used to convivial thanking during teaching and learning process, it is because the lecturers always give appreciated for the students after the students have done to do something.

Collaborative function was used by the lecturers 32 times used by the lecturers during teaching and learning process. The collaborative functions mostly used by the lecturer then convivial function. It is because the

lecturer often give his statement that she like or not, agree or disagreeing and also the students get information about something that they still don not know to be known. By explaining statement and information, it is made the lecturer easy for transferring material to the students.

Conflictive function was used by the lecturer 1 times during teaching and learning process. Conflictive function is also rarely used by the lecturers during teaching and learning process on the classroom. The lecturer often used expressed conflictive of threatening to the students. It is because the lecturers wants the student followed the lecturer's command and it is of course make the students better.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research is concerned with the pragmatic analysis types of Yule's illocutionary acts and dominant illocutionary acts uttered by the lecturers in the teaching and learning process on the academic speaking class of the third semester in English education department of IAIN Surakarta. In line with the objectives of research, to identify the types of illocutionary acts and dominant illocutionary acts used by the lecturer in teaching and learning process on the academic speaking class of the third semester on the English education department of IAIN Surakarta the result of research can be conclude as follow:

1. After analyzing the data, the researcher has found four types of illocutionary acts used by the lecturers in teaching and learning process in the academic speaking class of the third semester in the English education department of IAIN Surakarta, there are 353 utterances from the lecturer's performed. There were directive, representative, expressive and commisive. Declarative didn't used by the lecturers in teaching learning. When using this illocutionary acts , the speaker has to have a special institutional roles. In teaching and learning process, it is impossible if the lecturers suddenly has a special institutional. It is also impossible if during the teaching and learning process, the lecturers defines abbreviate, names, marrying the students. In addition,

the declarative act will successfully perform if it is said by someone who has a power or effect.

2. The directive was mostly dominant used by the lecturers in teaching and learning process. The directive were found to be the most performed illocutionary acts by the lecturers during the four meeting of two lecturers in teaching and learning activities especially on the speaking class which occurred in 261 times. Directives were used by the lecturer to get the students to undertake some actions. Asking became the most dominant acts force of directive produces by the lecturers which was realized in 133 from 261. The lecturers used directive acts of asking allowed the students to participate more actively in the lesson. By giving the question, the lecturers can know whether the students understand or not understand about the lesson.

On the other hand, declarative appeared to be the least illocutionary acts used by the lecturers which there is no utterance used by the lecturers. It is because declarative perform if the speaker has to have a special institutional roles. So, declarative didn't used by the lecturers during teaching and learning process on the speaking class of the third semester.

3. After analyzing the data, the researcher has found four types of illocutionary function used by the lecturers in teaching and learning process on the academic speaking class of the third semester on the English education department of IAIN Surakarta, there are 290 utterances from the lecturer's performed. There were competitive, convivial, collaborative and conflictive.

B. Suggestion

Based on the conclusion and implication that have been explained above, some suggestion are proposed to the following parties:

1. To linguistic students

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

2. To The Lecturers

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

students by looking at the students' abilities as well so that the material provided and which must be practiced can be relevant.

3. To the other researcher

The objective of this research is limited only to identify the types of illocutionary acts performed by the lecturers during teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researcher who wish to carry out similar studies to investigate more about other aspects of pragmatics such as perlocutionary acts, implicature and speech act in different theory. It is also suggested to enlarge the study by investigating the students' speech acts since the present the study has not explored it yet.

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APPENDICES

TRANSCRIPT 1

First Meeting

Zaenal Arifin, M.Pd

Kamis, 8 November 2018

08.40-10.20

3C

Practice Debate

L   : Bismillahirohmanirohim, Assalammualaikum wr,wb.

Ss   : Waalaikumsalam wr.wb

L   : Good morning everybody

Ss   : Good morning sir

L   : Okey for this firstas usually, I will check your attendant

L   : Rina ardiyani

S   : Present

L   :Muh nur raqis risky mubarok

S   : present

L   : Tatik

S   : hadir

L   : Retno

S   : Yes sir

L   : Alfredo

S   :Yes

L : Arjuna

S :Ya

L :Maharani

S :Ya

L :Ade linda

S :Ya

L :Rina

S :Ya

L :Khasanah

S :Ya

L : Wening tyas

S :Yes sir

L :Risky aji prasetya

S :Ya

L : Miftakhul Risqa

S :Ya

L :Ririn puji astuti

S :Ijin

L :Istiqomah

S :Yes sir

L :Diah Islamiati

S :Ya

L   :Panjang emas cindewangi

S   :Ya

L   :Fika

S   :Ya

L   :Lilis

S   :Ya

L   :Arina

S   :Ya

L   :Umi

S   : Belum

L   : Bita selviana

S   : Belum

L   : Early dwinata

S   : Belum

L   :Fatikhatul

S   :Yes sir

L   :Muchammad harun

S   :Ya

L   :Dinar

S   :Ya

L   :Ranu

S   :Belum

L   :Izza

S   :Ya

L   :Muchammad rifai

S   :Ya

L   :Amalia zaida

S   :Izin

L   :Akbari

S   :Yes sir

L   :Adifa

S   :Ijin

L   :Rahayu

S   :Saya

L   :Novianti

S   :Ada

L   :Adilah

S   :Ijin

L   : Nurhannah

S   : Ada

L   :Okey as we discuss previous today, today you have the first debate, for the first and second group have to conduct debate today, are you ready? are you ready or not? I hope you ready to get practice in debate because this is the first practice for debate, to do that please arrange the sheet face here, face the north, and the background is that wall. The wall is the background. So please make the arrangement of the chairs to become. At list also do as jury

as you have to do. For the example of the master of ceremony yah..oh moderator, please act like good moderator and then for the negative and affirmative group please doing best! And for the time up counter, who is time counter for to this?

Ss   : silent, time counter?

L   : Time counter? Who is counter?

Ss   : Time counter?

L   : Yah time counter? time management, time keeper,. Come on! Hurry up! Because time is limited. As we discuss as we said every for the first statement 3 minutes and argument 2 minutes and conclusion 3 minutes. 3 minute for each, so we have around 6 for each group for first season and then after that they would be some what it call? I am forget, to make it more yah life debate you have to make your position down yah. It is means is what you say is the best argument from the other. Its oke, now please range the sheet face to the north and for the audience move the chair to face the south.

Ss   : (Then the students move the chairs.)

L   : Yah follow this statement.

L   : Who is the moderator? Sebaiknya siapa yang menyampaikan gitu ya..terserahlah monggo yang mau menyampaikan masing masing terserah..ada yang membuka " Assalammualaikum wr.wb"

L   : Nanti yang lain ngapain? Nonton tok?

Ss   : Iyaa…

L   : Okee everybody now we come to first debate for the first two group that performance day, for the audiences for the other students to please take note the public mistake and then wrong ideas for example or probably thinks that you need to get improvement yaah… so please take note! to make it better performance letter on yahh

Ss   : Yahh..

L   : I think that and time is for the moderator to present the debate. Come on!

S   : Assalammualaikum wr.wb

Ss   : Waalaikumsalam wr.wb

S   : Good morning ladies and gentlemen

Ss   : Morning

S   : This debate will come to another. I am present welcome you to academic debate event 2018. The topic being debate today is smoking for ourlife. Such on our right, we presenting the affirmative such are akbari kurniawan, rahayu, diah ismaniah, and then …..

S   : We know that cigarette of substance called nicotine. Nicotine exterminates microbe that causes tuberkolusis. Researcher from University Central Florida (UCF) said that this one can stop microbe grow in laboratory test. Even though its used for a small kind biology and microbiology in UCF. I saw nicotin from another way. You can also find the advantages in consuming nicotin. Nicotin can help to reset the brain and make it work ore calm said the recorder of British American Tobaco. There was another researcher who agrees with this one. He is professor John Britton from Royal College of Physicians explained that getting one dose of nicotin give good impact for the brain. He also remembered people that nicotin is addictive things and the human brain can't work if people don't inhale nicotin from cigarette. He said "it was a fruly thing that using one dosis of nicotine increased consentuation. This effect is the similar way with consumsing cafein.

S   : We know that cigarette is very dangerous for human health. But, until now, there are still many people who smoking. Cigarette contain many harmful things such as nicotine, tar, carbon monocide, ammonia that dangerous for our health. Many cases of death also a lot happens because of smoking habits. One of diseases that caused by smoking is lung cancer. And 90% of lung cancers are caused by smoking habits. Besides that, cigarettes also can cause a breast cancer. Woman who smoke are more easy get risk of developing breast cancer. Cigarettes also can cause a cervical cancer. About 30% death of cervical cancer case is because smoking. Smoking also caused many other diseases such as oral cancer, esophageal cancer, heart attacks, and etc. It's clearly shows that cigarette are very dangerous for human health and not use full at all. But still more deaths occur because of smoking. But Its better if we prevent it first.

S   : Tobaco is the only cause of death preventable. But the 100 % of tobacco control regulations in Indonesia has made the number of smokers, making it the third largest after chine and india. Increased cigarette consumption for cigarette the burden of diseases caused by smoking and increase the death rase from smoking. Even though cigarettes have a very high tax, but the fact is cigarettes makes our country lose out. The researcher from ministry of health Indonesia (Kemenkes) said that the macro economic losses cauge cigarrete consumtion. In 2015 reach 600 m.il rupiah that 4 kali more than tax from cigarettes.

S   : The result sale of cigarette help economics of our country in education and foreign exchange sector. Example Gudang garam and Djarum companyare give scholarship in Indonesia. In health sector cigarette have a positive impact for smoker. Smoking can reduce the risk of Parkinson because the nicotine in cigarette can inhibit the decrease cells in the brain. Nicotine tell germs that cause.

S   : From this debate our groups can draw conclusion, first from an health perspective many cases of death caused by smoking and one of them are cancer such as breast cancer, oral cancer, esophageal cancer, heart at facks, cervical cancer. Second, from an economic perspective, the negative effects of smoking can cause a was money in the family and wasting money to threat diseases arising from smoking. So, take care of your health and avoid smoking.

S   : Well the second group has a complete from the debate we can conclude that everything in the world have goodness and badness, so depend on our life how to optimal the goodness and minimalize the badness. We as moderator, apologize if there are many mistakes in our speech. Thank your for your attention. Wassalammualaikum wr wb.

Ss   : Waalaikumsalam wr.wb.

L   : Thank you for the first performance today. Oke I think it start for us to feed back for this especially for audience first. or what do you feel ? how you feel to performing this debate?, ada next better for us to listen the reason for the performer or the debaters what they have feeling when they debate as the affirmative and the negative speaker yak. Okey who wants to express how your feeling?

S   : I am sir

L : Okey. What your name?

S : Fatikhatul mutiah

L : Yah mbak fathikatul mutiah what do you think?

S : This debate making me so nervous because it is my first experience to debate. I think to me to short preparation.

L : Ohh..one week is to short? laughing

S : Yahh..

L : Yak that is? Yak ada contestant maybe?

S : Maybe my other friends is same with me

L : Yak similar yak because less preparation. Do you think that one week preparation is not enough too?

S : Yah not enough

L : So what you think? It should be two weeks or three weeks or four weeks or is what?

Ss : What (laughing)

L : So actually what you have prepare ? or your going prepare your material ? or you prepare yourself at home before for performance yah ?

S : Actually we still prepared it before this day

L : Ahhh that your problem actually yah I give have you to preparation discuss before to go to started only to this, for other would be something to her from the other students to have preparation because if you not prepare this performance you will get nervous and you can say nothing because there are so many things to be come word for the materials yahh..How to act this, how to act that for like that yaa. For MC too prepare your action, I mean you can practic to saying this? No?

S : No

L   : Nahh..that's it you just prepare the material you do not have preparation in performance. I can see the way you say something. Actually you can stand up yah.. asking when he stand up when he speak sesuai challenge for example "Please stand up when you or when I adjust your name" misalnya. Kalo bisa menyebut atau mengongkon, mengongkoni apa?

S   : Menyuruh

L   : Yahh menyuruh atau menyebutkan nama, ask the member of the group when perform to give opinion yahh. Others? Is there is any feeling, other than nervous? merasa tidak aman?

S   : Yah

L   : Selain nervous? Atau dengan membaca kalian jadi merasa aman I think you please adjust your reading activity when you give opinion, when you give opinion your text is only different to yah, you just look at the text, you should do not read the text you should prepare your performance, it is not your opinion if you just reading yaah. Okey for the audience maybe you can share your ideas concerning this performance the first performace ever in your life in debate, yahh is there any?

Ss   : Just silent

L   : No?

Ss   : Retno

S   : Hehh

L   : Should I point you out (with laughing)

S   : Opini

L   : Yah opinion about this perform what should be improve? What is improvement? Nahh ini

S   : Just silent

Ss   : Laughing

L   : Yak kamu, thank you

S   : Okey, I think that the wekness is act context to make sure the audience believe from your statement. I think like that. Because this is debate so you must make the audience belive your statement.

L   : Yah..should be stand up and act in the audience as your position. Yak good that the point, and then?

S   : I think enough sir.

L   : Okey others maybe? Some ideas to tell their performance to improve?

S   : Just silent

L   : Or you will also perform, so you need have revision from this performance, you should have better performance. So what do you think as you got to prepare more?

S   : Sir

L   : Yak you, From the time keeper

S   : I just want to said that harusnya the first performance or the affirmative team itu menyelesaikan dulu argumentnya or complete the ideas, and the first speaker tell about whose your members and introduction, me raahyu as the first speaker as the…, this is my team akbari diah, lalu menyebutkan tugasnya, lalu second speaker itu puncak bahasannya, dan yg ketiga mengulangi lagi. Nah nanti kalo 123 selesai terus the second is opposition atau team negative sama mbak tika introduction 123 itu, selama persentasi itu kalian harus menggaris bawahi mana opini yang harus ditegaskan, dan grup yang lain diskusi owh ini pertanyaan mbak tika keliru, harusnya seperti ini, nah nanti kalian mereply, tadi mbak tika mengatakan ini padahal kenyatannya adalah gini, begitupun sebalinya.

L   : Should be repeat the perform? (with laughing)

L   : If you repeat it, it's okey to make it better after this time you can get more better yah.. Okey should be have more than one yah?

Ss   : Yahh..

L   : Okey give applause for the first performance, thank you for becaming percobaan, there is no mistake, for the first group, but please from this activities today make you more better, thank you and for the next group please preparation and this group have do correctly perform. So the next group do you understand the role?

Ss   : Yaa..

L   : After mbak winda explain to you about the roles actually I ask you to study about the roles but you have study about preparation the material so you have study about the roles. Oke the next?

Ss   : Just silent

L   : So the next what should they do? Should be they stand up when they say something?

Ss   : Yessss….

L   : What do you think if the moderator stand up? When the moderator say content of the member when the group speak up?

S   : Yaa

L   : Yah oke, not just shit down, you have sit down when your member just only 2 or 3 people, but there are many audiences need to act the attention, you can see debate president? Okey. Should now please a good preparation.

Ss   : The students preparing their debate.

L   : Oke udah siap? Moderatornya satu saja nggak papa, please the moderator stand up and act like a good moderator yah

L   : Are you ready? The audience ready? 1 2 3 and go.

Ss   : The second group doing debate.

L   : It's not easy right? Actually are sure with your say?

S   : Enggak

L   : If you not sure when you say something it is mean it is not you, something like that. Tidak gue banget jadinya malah ngomonge piye ngunu ya. And for the moderator actually you have something like self confidence yah? You beautiful, you high, so what? You can say something to your friend based on your speech, so you not feel nervous. I know because you do not prepare your speech, right?

S   : Yes

L   : Yah, at list please have prepare something the most important things ya, for public speaking is 90 % of your activity is actually of your preparation, and 10% your perform. So what should peprare you have to good perform, prepare the material, like lectures you can see that. So please prepare! At list the point what thing that have you to say.

L   : Oke, please give your feeling or express your feeling or share your feeling to the audience.

Ss   : Just silent.

L   : You as the presented or you. You have a good feeling or bad feeling? Whatever! Mas say something please!

S   : I think this debate makes me nervous.

L   : So please, the next examination prepare it. Oke and then you? What's your feeling?

S   : I think we have to explain this more.

L   : Discussion? Yah

S   : Yah

L   : So you discuss first. What you have to say. I have to say something like this. What do you think? So please make your friends give the opinion to your statement for example and you.

S   : I think on my mind think about bahasa inggris.

L   : Think bahasa Indonesia ke inggris. Why you think in Indonesia, you can think in English. So starting right now if you when say something, think everything in your mind

about English. So just take a lot in English. So you can say in your mind.   Just English in your mind. Atau kamu juga bisa menggumam dalam bahasa inggris, latihan ya. I myself usually think a lot for example I have to do something today, so you think a lot about it in your mind with English.

L   : And you as the moderator, I think you have to say something more than just reading the text, look at the audience, you as moderator, look at the audience, don't look down, and do not say sorry after your performer. We do not need you say sorry, but thank you yaah. Please say thank you to the audience, do not say sorry. Please say thank you! Jadi jangan ngomong sory, orang gak akan tahu kamu ngomong apa kalo kamu nggak ngomong, contoh sorry for my mistake, sorry for my bad performe, kan orang jadi mikir kamu gak persiapan makane jelek. Yah, what do feel karo perkuliahan iki? kurang menyenangkan opo piye?

S   : Just silent

L   : Semangat ngunu hlo, semangat! And then others? What's your feeling hen you perform, when you say something based on your opinion. Berdasarkan yang dibaca kan rodo susah ya kalo yang opinion sendiri kan rodo gampang.

S   : Iyaa

L   : So what do you think?

S   : Nervous.

L   : Nervous, itu dah jawaban keempat, karna apa? Why you nervous? You have prepare the text, so what? You just act for the action right? Iyakan?

S   : Just silent.

L   : Kalo saya kan nggak tau malu ya,

Ss   : Laughing.

L   : Wong jenenge latian yo raopo to malu malu sedikit, PD ngunu hlo. Why you just look down. Please try to get practice at the act contain to the others person. Yak the most important thing when you say something for the native speaker, you have to take look at the eyes of them. It is mean that you do not look down them, it mean that you pay attention with

they say, it's mean that you care yaa. If you look down when you say something, or when you listen something, what they say, it mean you don't care,are you ignore or are you say you are nothing . So please say something and try to eye contact with a partner of this.

L   : Yak nanti kalo pas ujian, persiapannya harus lebih ya. Okey the audience there is opinion, comment?

Ss   : Just silent

L   : No, your comment is no. Sek omong aku dewe, seng belajar speaking aku dewe,

Ss   : Laughing

L   : Say something mumpung ada kuliah speaking. Yak kamu

S   : I think based on our brain, they need a preparation.

L   : Actually based on my opinion, your pronountiation they way you speak the better than practice generation.

Ss   : Laughing

L   : But why you still what is it have something that makes you do not say something. This is the place, ini kan tempatnya di mata kuliah speaking ini you express your ideas, ini tempatnya belajar, and ask to your friends to your lecturer to others to discuss the difficult something right? If I say something like this it is correct?

Ss   : Yahh

L   : Aku ngomong ngene bener po ra? What it atau how it?

Ss   : What it

L   : What it? Itu, kadangkan ada yang how it, how it you accept or acceptable, apalagi? sama yo. Hla kalian itu kalo dirumah ngapain aja belajar po maen.

Ss   : Just silent.

L   : Okey for this day performer or for this day activity hanya ini saja ?

Ss   : Yaaa.

L   : Gor iki tok? Kok koyo kurang semangat ngunu, sek semangat malah aku tok malah, heboh sendiri, saya heboh sendiri dari tadi ya

Ss   : Iyaa

L   : Mahasiswane diem aja, yang harusnya heboh itu kalian, ora mung meneng wae. Oke for the next debate please have enough preparation especially the way you speak, how to speak, how to say. You need to get practice for thing that you have to say.

Ss   : Yes sir

L   : Yak okey please get better for the next debate you have to preparation. Udah ya. Ada pertanyaan lagi, There is question?

Ss   : Just silent.

L   : Untuk aturannya dah jelas ya?

Ss   : Yaaa

L   : The roles debate performing, this one is who will explain about who others contain of the members. They adjust member, this one is negative and this one is positive members. Perlu memperkenalkan namanya nggak?

Ss   : Perluu

L   : Perlu yaa, jadi nanti bagi yang as the moderator, you have to confirm this one is as positive group, this one is as negative group. Yak besok diurutkan dari sana ya, jadi harus urut ya. Ini namanya apa sih? Ini kan namanya pengembang, ini powder, nah nek iki opo?

S   : Penyampai

L   : Iyo jenenge opo? Ahhh cari istilahnya apa sebagai itu, cari istilahnya jadi kalo kamu ngomong itu jelas, ini time managernya, yak namanya apa? wis dikandani neng slide laky o wis enek to yo gor gari moco tok, yak so please, please. Oh slidenya udah dikasih, udah jelas, kalo misalnya yo first speaker, tapi yang tegap gitu hlo, first speaker, second speaker, kalo

nggak nyambung seneni, duduknya itu hlo, ini moderator ini bagian yang memberi tugas, hla tim keeper sudah membantu tadi sebetulnya tapi tidak dipercaya.

S   : Kasihan

L   : Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak, tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas. Body language is necessary to support what you say.

Ss   : Yaaa

L   : What you say ki hlo yaa, use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo

S   : Yaaa

L   : Itu berarti namanya language, expression when you say, expresinya semangat ya semangat, jangan flat, koyo robot wae. Yak gitu ya, pelajari semuanya itu. Penting!. Calon pak guru bu guru kok. Okey I think it enough, and please prepare everything for better performer and is there is any other question?

Ss   : Nooo

L   : Wassalammualaikum wr.wb

Ss   : Waalaikumsalam wr.wb.

TRANCRIPT 2

First Meeting

Ernadewi Kartikasari, M.Pd

Jum'at, 9 November 2018

08.40-10.20

SPEECH

About: Utopia Society

L   : Assalammualaikum wr.wb

Ss   : Waalaikumsalam we.wb

L   : Today, we are going the next first meeting in speaking after uts and today we have a new gesture mbak Rahma Ni'matul Husna, mbak rahma before you are going to your research, ready want to come forward?. You are going to introduce you are self first. Mbak rahma ni'matul husna is going to research in this classes. that make sure that you want this class, to going to good class. to helping mbak rahma, pastikan kalian koordinasi dengan baik dengan mbak rahma. oke mbak rahma in the seventh semester students in English department and she just started her thesis today on with my class and yahh..tThe thesis will be an anlysis of illocutionary act used by leturers in teaching and learning process on the speaking class. Tau illocutuonary bagian apa?

Ss   :linguistic

L   : materinya apa?

Ss   : semantic pragmatic.

L   : Linguistic ini dianalisa untuk dijadikan bahan skripsi, nah yang mau dianalisa sama mbak rahma ini apa ? analisisya seperti apa ? nanti bisa bercerita

sedikit saja. I will give you time to introduce youre self and tell about wrong with her, what things bring her come in this class.

R : Asslammualaikum wr.wb

Ss : Waalikumslam wr.wb

R : oke I would like to introduce my self, my name is rahma ni'matul husna. I am from seventh semester in English department. Today I would like to research in this class because my thedis conduct in tis clas. and my thesis will analysis about illocutionary act used by the lecturers.

L : Sudah mudeng?

R : Jadi saya mau analysis illocutionary speech act tapi yang saya analisa tindak tutur dosen.

L : Ada pertanyaan gak buat mbak rahma? pokoknya kelas kita diteliti aja, kemaren ada 4 orang yak? sekarang 5, anak anaknya. Is there any students would like give mbak rhama some question related her thesis?

S : Mbak menggunakan metode pelitian mbak itu pakai penelitian apa mbak?

R : Metode qualitative.

S : Judulya apa mbak?

R : An Analysis of illocutionary act used by lecturers in the teaching and learning process on the academic speaking class of the third semester in English Education Department of IAIN Surakarta in academic years of 2018/2019.

L : Sini dulu mbak sini dulu, kan tamu harus dimuliakan. Ada pertanyaan lagi nggak?

S : Skripsinya nanti pakai bahasa inggris mbak?

R : Pakai bahasa inggris.

L   : Oke mbak rahma going to conduct her research and please helping her. Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik. Nanti kembali kekalian kok kalo nanti kalian tau bisa membantu kalian cepat lulus.

L   : Silahkan mbak, cari spot yang nyaman.

L   : Today materials about to discuss procedure about two. I am going to know about however you know about speaking and how use your language. Saya pengen mendengar kalian berbicara. kemaren kan haya beberapa students kita bikin debate, bagaimana mempertahankan argument. nah dari argument ini akan muncul di. kemaren semester belum diajarin workshop seminar itu belum?

L   : So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking and make sure you are going to be able to speaking in front of many people with confident with this content gesture and your language it self. And today on the material is just one. I am going to know about you're speaking activities this is the material is utopian society. So what about utopian society?

Ss: Masyarakat utopia.

L: Masyarakat Utopia. Utopia itu apa?

Ss   : Negara.

L   : Yak. Negara. Do you ever think about something? Do you ever thinking about something that you never thinking before, that you're going to be a doctor?. Pernah berhayal jadi seoarang doctor? Hayalan Utopia society, masyarakat yang menghayal. Hayalan

Ss   : Halu

L   : Tapi halunya disini nanti saya akan ada rambu-rambu supaya hayalannya tidak paripurna, jadi nanti kalian rambu-rambu buat disini. Utopian society, ones

more I am going to know about you're speaking ability karna kemaren saya melihat divideo. ada yang udah melihat? (sambil menunjuk laptop)

Ss   : Belum, yang terbaik belum dilihatin.

L   : Oke yaudah ini materi dulu, is there is students may draw something to me? Drawing something. come forward. Yang bisa gambar siapa? Come forward first.

Ss   : affraa…

L   : Aura?

Ss   : Afraa….

L   :Come forward please! Gambar pulau bebas aja boleh! Any kind of island. (Talking with student who will drawing something the whiteboard)

L   : When we have dabate what things that you can take it from that? Debate kemaren apa yang kalian debate?

Ss   : How to delivered strong argument.

L   : Yak, how to delivered strong argument, bagaimana menyampaikan argument yang kuat, strong jadi kamu harus jadi strong dulu. What? Two? No matter what with you're write right or not, you're going to do strong argument, jadi argumentmu kuat atau tidak. Nah di strong argument ini nanti kamu harus bisa mempertahankan di yang namanya workshop, seminar, nanti kalo sudah seperti mbak rahma, research, in the seminar you have to make sure that you're lecturer will accepted with you're saying, jadi lecturer kamu yang duduk disitu ada beberapa orang itu menerima apa yang kamu bicarakan. jarang banget guru yang seperti ini. gesture.

L   : Island (talk witk student who draw the picture in the whiteboard). Finish? That your own? Enough? What the name of the island?

S   : The lost island.

L : Tha lost island. Oke for the lost island by mbak afra, yahh masyarakat hayalan, kita mau buat masyarakat hayalan dari the lost island, akan nada rambu-rambu yang akan dibuat nantinya. Ini nanti akan jadi part, nice part, that you're going to delivered you are any part of seminar, workshop or maybe presentation in front of you're friends, persentasi persentasi dikelas, kalo seminar disini modelnya gimana? di iain? Seminar in big class or small class?

R : Dulu saya dikelas dan semua ikut jadi peserta ada yang jadi mc, moderator, speaker, and audience.

L : Jadi semua ikut? Jadi ada yang Tanya dan menjawab, nanti bagaimana ketika siding, should be different, right? Almost of students they are going to read, mereka hanya baca disitu, padahal kalo thesis gak boleh ya? Only the point. Power point. Pointnya ada dimana?

Ss : Point

L : Point. The lost island. Yak in reading, you know extensive reading? sudah dapat extensive reading?

Ss : Beluumm..

L : Yak ibarat orang extensive reading itu dia memikirkan tentang sesuatu yang dia sukai, you kalo like terhadap sesuatu pasti akan lebih maksimal. Contoh saya suka ngajar, saya lebih maksimal dingajar dari pada disuruh dagang, that it, saya gak punya bakat dagang. I am really good in teaching, but when someone ask me to sell something I do not have such ability. Yak makanya disini saya bentuk utopi hayalan. Jadi sekali lagi if you do something you really like it will be maximum, kalo kamu melakukan yang kamu sukai itu lebih maksimal. Mbak kamu maksimal nggak gambar tadi?

S : Enggak

L : Karna apa?

S : Dadakan

L : Degdegan

Ss : Dadakaaan..

L : Oh dadakan, tapi kamu bisa gambar yah,

S : Sedikit

L : Yang nggak bisa gambar saya suruh gambar kedepan silahkan.

Ss : Afifah..

L : I am going to give you question, mbak kamu biasa gambar kayak gini gak?

S : Enggak

L : Enggak, keliatan. Kamu biasanya gambar apa?

Ss : Mawar….

L : Mawar. Draw something that you really like sesuatu yang kamu suka okey, ini sesuatu yang belum kamu sukai yahh? sampai disini ngerti? Kemudian kamu belum maksimal you can maximum in this one so you not must maximum in this. The lost island, nah the lost island ini kamu nanti saya akan minta kalian untuk membuat point point apa yang harus ada dipulaui ini. Jadi utopian society itu masyarakat hayalan, masyarakat yang dibentuk menurut pemikiran kamu sendiri. Iam going to asking you to draw your own utopian society nanti kamu buat msyarakat hayalan kamu dalam sebuah gambar. You draw something sendiri sendiri. Gambar setelah itu kamu isi sendiri masyarakat seperti apa yang ingin kamu isi, kamu masukan dalam pulau itu. What kind of things you are going to make, kayak kamu mau isi apa dalam laptop kamu, saya gak mau laptop ini penuh dengan kerjaan mom, jadi laptop kamu khusus untuk jualan, laptop ini khusus untuk gambar, hp ini gak boleh ada si A, si B, si C, hanya si ini si ini lets say supaya specification things and you have too, kamu menspesifikan itu, nanti ada spefikasi, contoh namanya apa The lost Island, orang

yang boleh tinggal disini orang yang seperti apa? What kinds of the person? That here have so many criteria, orang yang berhijab that are hijabers, umurnya bolehnya 17-30 tahun lebih dari itu gak boleh. How many people? How many buildings? How much many do yave an island? Berapa banyak uang yag kamu punya?

Ss : Sebanyak banyaknya..

L : Tak terhingga yahh..listrik menurut kamu gimana? Gak bayar free, listriknya gratis, habis itu? airnya? sungai?

Ss : Laut

L : Jadi nanti kamu bikin gambar bebas, saya nggak pinter gambar juga, ini pulaunya disini intan, disini diamond, disini gold, disini ada person, hanya ada beberapa orang disini dikelilingi intan, diamond, and gold I'am really like and I am to be princess, saya orang yang paling kaya ditempat itu, luarannya pokonya intan, diamond berlian, gold, habis itu saya didalem, nah didalam situ dideskripsikan, berapa orang yang tinggal didalam situ, oh saya hanya 50 ribu orang saja dan saya sebgai princessnya, I am as princess,and all will be slave. You create the things that you really like too, kamu create sesuatu yang kamu sukai, yah.. You got it?

Ss : Yaaa..

L : Like example I didn't like to do take the research in linguistic in teaching but I like teach but I do not like to research in teaching maybe, jadi you choose your own you can maximize you're potential, I really want you to do that, event debate no matter what you have to do the motion whether kamu itu dalam hati nggak setuju bahwasannya merokok itu merugikan tapi kamu harus…

Ss : Setuju

L : Yah setuju, karna kamu pihak pro, setuju adanya rokok, tapi kamu gak setuju, but it is different create your own, sesuatu yang kamu suka, gambar sendiri, isi sendiri. I give you time to finish this one, 20 minutes, 20 menit, gambar sesuatu yang

kamu sukai, isi yang kalian sukai, and then you're going to come forward and speaking in front of mbak rahma and mas reno.

S   : Miss harus tempat?

L   : Island.

S   : Harus island?

L   : Islandnya bebas, contohnya ini karna saya gak bisa gambar, pulau apa aja boleh.

S   : Maksudnya harus island bahasnya? sesuatu yang kita suka harus berkhayal disuatu pulau?

S   : Place?

L   : Yakk..place, a place, place boleh, kalo island kan bisa kalian isi, lebih banyak lagi, kayak kamu mau isi setting, pasti ada beberapa orang yang tidak mau laptopnya diisi song lagu, nggak boleh, nah di utopian society, masyarakat hayalan kamu yang kamu buat island itu isisnya tentang apa? yang sesuai sama kamu.

S   : Ambigu?

L   : Bukan ambigu lebih yang nyata. Jadi masyarakat hayalan, hayalan saya disini hanya ada lima ribu orang dn disini saya punya intan, diamond, gold, terus dan lain sebagainya, ini pulau saya, no man working, gak ada orang yang bekerja, hanya ada makan, minum, tidur, dan semua awet muda.

S   : Kayak disurga miss..

L   : That's mine. It's belong to me. Jadi how you make your own. How many buildings in your island? Berapa banyak bangunan yang boleh ada di tempat kalian. Bangunannya ada satu bank uang bolehnya mom misal, oo banyak mom, disana itu airnya mengalirkan bukan air putih biasa mom, tapi air strawberry,air susu, or cherry, it's up to you. Karna disana pasar gak ada ya, semuanya online, gak ada semua yang

jalan kaki, semua sekarang yang seperti dia arab ya,bisa terbang, flying motorcycle, how many person I this island, boleh ditempatkan didalma sini, and you make your own, you make drawn by yourself, bebas, hijabers island, yang boleh masuk hanya orang yang berhijab kalo cowok masuk ahrus pake hijab, surban, what the language use there, apakah bahasa inggris arab cina, what the building, langaugem and how many person libe there, what kind of the government, bentuk pemerinthannya apa? kerjaan? dipimpin sama siapa? point penting yak. okey. Name that island. Your own island, your own society., you make it your own. I really wants there no ones only me and video games hanya ada saya dan vedo game dipulau itu, and you have to say your reason why you name that it. Alasannya harus ada kenapa nama pulaunya jadi blum blum island..

S   : Belum buk..

L   : Oh belumm…..

L   : What the name of your island! bebas free, broken heart island, pulau pulau untuk orang yang patah hati for example, what your name of island? Save the elephant, jadi misalkan save the elephant disitu hanya ada kamu dan gajah yah lovely one live there. Everyone have goal. Setiap orang punya goal mereka. The jungle island tapi yang modern gak kayak tarzan, bajunya juga modern, how many person maybe there, how many building, what kinds of the government that you have, how much money you have, what kinds of person that can live there, ada berapa banyak orang yang bisa tinggal disana. You make it by your own. Try to drawing something. And make sure that you really like to chosee island. Pastikan kamu menyukainya, jangan gak suka kamu tulis. Pastikan kamu menyukainya. kalo kalian suka ,you ngomongnya lebih maksimal. As you ever did before, seperti yang pernah kalian lakukan dimeeting 2 waktu ujian speaking disaya, kamu cari topic yang paling kamu suka, kamu cerita lebih banyak ngobrolnya. Sekarang gambar kemudian you make it by your own. The Young Island, isinya cuma anak anak muda, orang tua gak boleh.

S   : Ini harus dikasih keterangan miss?

L   : Keterangan apa?

S   : Disini miss..

L   : Boleh dikasih, nanti kamu jelasin for example, this is my name of island, this is what, why you really like this island, why you name this island. Kalo kamu suka ini pasti gampang ngomong, right? Kemaren meeting ke 2 saya suruh cerita tentang yang kamu sukai, kamu bisa lebih ceritanya. Letter the next meeting we are going to learn about workshop, seminar.

L   : You have finished? For first, can is started? I am not your grammar teacher. Yah you are going to be the first presenter.

S   : Sekarang miss?

L   : Yahh, first student. Mbak riska will perform about her utopian society and name that and explain it clear. Come forward. Explain it clear to your friend. you may show to your friends about the island you have, and the content of those island, make sure that you really like to show to your friend about the content it. Show that.

S   : Okey friends hello,

Ss   : Hai..

S   : Thank you for the chance, and here, I will explain about my dream place. It is about robani generation island. I am sorry if my picture is bad quality. why I give name robani generation island, because I want my own island it started robani island. In that place only a lot five hundred family who have a principle or visi or mission that the family one two have their children son or daughter to memorize alquran but in that place it can make more closer to the alloh.It is my dream place actually. But also they keep have obligation to work especially to the father. Karna tidak hanya urusan akhirot saja tapi juga harus balance. And the wife must looking for children and help the children to memorize al qur'an and about their study. In my on place is not only there are mosque, school but also there are city, dreamland. Jadi disini itu

hanya ada kelaurga yang punya keinginan anaknya dijadikan tahfid disini boleh tinggal disini. Okey thankyou friends for your attention.

L   : Hadfid and hadfidzah island. I want this. You have to choose this one. Is going to be yours. Just like you. What are you going to be. Just like you right?. Yah isinya Robani Generation island because I really wants just island with just kind of robani generation, right? Okey Thank you.

L   : Next, Have you done your reason? Oh my god you have done? May I know it? Give it to me.

S   : Yah this is miss.

L   : Happy island (with read the task of the students). Oke come forward please show me about the happy island, and make sure that you really like this island to your friends will know exactly about what you want to share to that. Come forward, what's your name? Say your name, where you come from, and what kind of your island yak..

S   : Hello guys

Ss   : Hello

S   : My name is affa uswatun khasanah, I am from padadara, and here I would like to share about my happy island because only happy people can live in this island. everyone in this island can fly, and there is waterfall and very clearly one. The home in this island is hanging on the tree so everyone everyday can see sunrise and sunset. This island is sunflower garden because I really like sunflower and no government, no roles and no bad people this island because this is a happy island. That's mom.

L   : Are you happy? to performed that?

S   : Yahh..

L   : Yahh..because yours happy island. Barti sesuatu yang harus kamu lakukan harus happy. Itu exemplar your heart. Pencerminan dalam diri. Other? You got it? I found you. You are going to the third!

L   : Oke you the young island, you can explain it us about this. Come forward mbak. Say your name, and show your friends mbak aisah.

S   : Hello guys my name is aisyah and I will explain aboaut my imagination and my imagination is about the young island is the island just for young people to successful work. It means that this is the place of work for women and man. Habitat in this place not more four hundred people and the age between 17- 30. And the activity of the young women and young amn is just focus on works and how to create the best generation for the change of the condition more better and this place should not be married because just focus on work. I think enough.

Ss   : Yeah…prokprok…

L   : Yak orang yang suka bekerja banyak namanya apa?

Ss   : Worka holic.

L   : Yang suka shoping namanya?

Ss   : Shopa holic.

L   : Agus come forward you are going to be the next.

S   : Not yet

L   : Yes me You.

S   : Belum miss

L   : Do you do not? You name that? Gambarnya sudah selesai?

Ss   : Sudaahhh…

L : Really you have finished? Are you kidding me? Yah you, You are the next, You are the third and you are going to the next one.

L : Say your name, and what name of your island.

S : Hello my name is Anti Astuti, I want to share about my island. My name is healthy island, people have to healthy there are one hundred people, because I want live without pollution, and there are fisherman, farmer, because we want in my island we can cooking vegetables, we can meet without go to the market and my island not use motorcycle, truck, bus, but walk every where and every time.

L : Very good, very good

S : Because I don't like pollution and factory. May be that is enough, thank you for your attention, wasaalammualaikum wr.wb.

L : Next, siapa tadi?

Then the students come forward to show his project.

L : Can I see that? Say your name and show that. Explain to them not to me.

S : Okey, my name is Ari sukarsono, I will explain my draw, but is meaningful why I draw like this because my imagination in my dream become true I want build sky for like asgar beautiful place and this is my castle with my feature wife, and this place. And this is paradise gate gerbang surge, disini itu in here with my future wife and our child I want to bring to the paradise together. I think enough, thank you.

Ss : Yeayy….prokprokprok

L : Letters I have choose you!

S : Hello my name jatio majiato, here I will explain abput my dream plan

Ss : Endi gambare….Laugh together

S : I am only with my true love

Ss : Wouu….prokprokprok

S : And everyday will sprend ourlivethe naturaly life like in the morning I will redden cow, my wife drink the milk and if she wants to eat fish I will take from ?? what it is?

Ss : Laughing..

S : my smalling, and in the morning we will see the sunrise, beautiful sunrise together, pokoke aku karo dee neng kene bahagia

Ss : Wuoo….prokprokprok and laughing together

L : Have you done? Pokok e what is mean pokok e? Dan when someone asking to you, karna mereka udah tersenyum semua kamu jadi gerogi, yah jadi belum selesai, sebenarnya dia mau cerita banyak actually, he wants talk more than that, yak dia mau cerita banyak sama kita tapi kamu ketawa dulu dah hilang disini, okey thank you. Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?

S : Here after and live after

L : Itu kepanjangan, today after live. Dunia dan akhirat kalo didalam kamus itu..yah..kalo di Arabic itu udah tau, karna disini tau konteknya ya, disini anak anak muslim jadi tau dunia walakhirot , tau konteksnya right? Okey gitu ya, gambarnya menakjubkan!. Great picture!.

L : Okey gitu ya, alhamdulilahirobbilalamin, wassalammualaikum wr.wb.

Ss : Waalaikumsalam wr.wb.

TRANSCRIPT 3

MEETING 2

MR. ZAENAL ARIFIN (L1)

15 November 2018

08.40-10.20

Practice Debate

L   : Assalammualaikum wr.wb

Ss   : Waalaikumsalam wr.wb

L   : Good morning everybody!

Ss   : Good Morning sir

L   : Ok i will check your attendant!

L   : Rina

S   : Yes

L   : Muh Nur Raqis

S   : Present

L   : Tatik

S   : Present

L   : Retno

S   : Yes sir

L   : Alfredo

S   : Present

L   : Arjuna

S   : Yes

L   : Maharani

S : Yes sir

L : Ade linda

S : Saya pak

L : Rina

S : Present

L : Khasanah

S : Present

L : Wening

S : Yes sir

L : Riski

S : Yes

L : Miftahul

S : Yes sir

L : Ririn

S : Yes sir

L : Istiqomah

S : Yes sir

L : Diah ismawati

S : Present

L : Panajng emas

S : Hadir pak

L : Fika

S : Yes sir

L : Lilis

S   : Yes sir

L   : Arina

S   : Present

L   : Umi

S   : Yes sir

L   : Bita

S   : Yes

L   : Early dwinata

S   : Yes sir

L   : Fatikhatul

S   : Yes

L   : Muchamad Harun

S   : Yes sir

L   : Dinnar

S   : Yes

L   : Ranu

S   : Present

L   : Izza

S   : Yes

L   : Muchammad Rifai

S   : Present

L   : Amalia zaida

S   : Present

L   : Akbari

S   : Yes

L   : Adifa

S   : Yes sir

L   : Rahayu

S   : Yes sir

L   : Novianti

S   : Yes sir

L   : Adilah

S   : Absent

L   : Nurhannan

S   : Yes sir.

L   : Yak, today we have to performance right?

Ss   : Yes

L   : And for the first is ?

S   : Aku sek maju og

L   : Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the question to the member of the group feeling probably yaa. Oke now time is for the two groups present the debate performance. Time is yours now!

L   : Oke for the group please listen to the explanation from the manager of time because its very protocol manner that you conducted debate, give some role you have to pay. So its group have to finish explanation first ya, 123, 123. And for the moderator please be active or dynamic ya in presenting the members of the group and don't forget to introduce the member of group and take note your name.

Students Practice the debate.

L   : Oke now its time for the audiences to give comment, and suggestion and question. Please. OK, oh ya the explanation from the time manager first!

S   : Yaa

L   : Explanation or comment or suggestion?

S   : Comment.

L   : Okey, Time is yours.

S   : Okey, all of the members is very nice, time no one in under time, no one more than 3 minutes,and I want to appreciate, especially the negative team that wening pas wening itu team sana menjelaskan first speakernya nyangkal at lisit say, barti dia menggaris bawahi apa yang ingin dijelaskan, dan itu bagi saya sangat bagus sekali, dan yang kedua izza dan itu emang kalo di debat emang ada yang seperti itunya kalo yang pertama kan belum ada explanation dari sini makanya belum ada "you say that" belum ada itu harusnya kan ada di replay berikutnya tapi nggakpapa. Terus yang kedua tadi iza, iza menekankan bahwa pendapat dari kelompok pertama itu "That's wrong" itu salah nah itu juga masuk didalam debate juga seperti itu. Terus yang ketiga rani, maharani as the third speaker from the negative team I think you are good you talk to other you explan to the argumentation without text but penyampainnya terlalu pelan, tapi bagus dan erni juga bagus pemaparannya sam juga ika umi nice, tapi umi nyaris ya 1 menit lebih 1 detik tapi dia bisa mengcover itu semua jadi stau menit lebih.

Ss   : Give applause.

L   : Okey good the correction from the time manager there are so many things doesn't include only the time location used by the members of the group and also the expression used by the members of the group. Good. Okey that good point for the time managers because she also pay attention the members performe, and for the audience please comment suggestion. Yak mbak what your name please!

S   : Isti

L   : Mbak isti okey time is yours.

S   : Ya saya Cuma mau itu ya

L   : In English please! Because this english class.

S   : I think the conclusion from the negative team the detail of material is I think is not, tidak kurang mendalam maksudnyayang ditekankan itu hanya misalnya cuma negative impact dari fullday school itu anak anak butuh bermain, saya kira hanya permainannya saja yang ditekankan, jadi isinya kurang mendalam.

S   : For explanation I was explain that ini itu merugikan bagi orang tua

L   : In English please!

S   : Oh ya because parent will spend more money for the student because maybe karna itu akan ada pemungutan untuk improve and increase the facilities of school and mereka juga. Disisi lainya the students will tired kan gak bisa maksimum aa…

L   :Ya Ok you can use bahasa Indonesia.

S   : Nanti kalo ananknya itu, kan udah tired di sekolahan kan gak bisa maksimum nangkep materi, nanti kalo orangtuanya itu mau get good result in the end entah itu nilai atau nilai ujian yang bagus itu kan mesti paret their son di bimbel, dan bimbelnya bukan yang biasa bis amorning atau afternoon yang harganya biasanya kalo fullday school kan pulangnya udah evening dan mereka ambilnya kelas yang malam dan harganya pasti lebih mahal karna kelas tambahan, jadi yang difokuskan itu bukan hanya studentsnya karna gak bisa social live, tapi juga orangtuanya

L   : How you can change in the English because you have many idea?

S   : Tadi udah sir kan explain pas pertama.

L   : So the point is the parents and students?

S   : Yes

L   : Rugi itu apa sih bahasa inggrisnya?

S   : Inflict

L   : Lose. Ada yang nyari?

S   : Suffer, lose out.

L   : Lose?

S   : Lose out

L   : Ya lose

L   : Okey, what do you think mbak? Mbak siapa tadi lupa?

S   : Mbak isti

L   : So there is two points is the students and parents. School probably?

S   : Yes

L   : So what does week ness the school don't have benefit for this ?

S   : They have to improve and increase the facilities school.

L   : Oh they have to improve and increase for the lost of many?

S   : Yaa

L   : Others? That's it mbak

Ss   : Just quite.

L   : Maybe you do not provide the points clearly yaa? This one, this one You they can sure to your point. You just explain it narration yak?

S   : Yak

L   : The blow of your expression is narrating things, not just like a what it is? Exposition manner yaa, this one and the reason is this one because this is debate usually argumentative speaking so you should provide the point That's it. Good Question. It is mean that audience that know what you say, actually you said that, yak? So it is not the matter of the context but it is the matter of the way you express the context and the way the expression and probably your voice that is support your expression, probably you provide dynamic of your voice something like for the point you say be louder than be explanation probably "or the parent or for the school or for the children" that probably more audible and that beneficial for you to make the other group understand what you say and they can provide something that you say "I think it is not the point" for example, yak?

S   : Yes sir.

L   : Okey other questioner or other comment please to make this experience of debating this exam. Biar agak berkembang gitu hlo tidak hanya nunu ngunu kui, dari kemaren gitu gitu aja, nggak yaa sudah ada perkembangan bagus yaa

S   : Iyaa

L   : For the first performance now it becomes more than yesterday, ok?

S   : Ok

L   : Mas mas bapak bapak would you like to say something? Yak the audience, what your note? At list you take only one notes it's ok. Probably the way, adjust, yah okey, the gesture or body language doesn't support for example.

S   : I think for the this group banyak yang salah, em ada yang salah gitu hlo pak.

L   : Aaa..some mistakes

S   : Yaa….for example continue tapi saya dengernya continue, actualy there is other.

L   : What do you mean? I mean what do you think this mistake come?

S   : I think they mistake because they are nervous, maybe she do not know how to spelling.

L   : Who make this mistake?

S   : Lali pak

L   : Yak lali yaa.. Yak oke your underline is the presenter produce their nervous. Ok, so please reduce the nervous sometimes you will have mistake in pronunciating, because you are nervous for example continue become contiuu, oh ya focus ya not focyuus actually mbak conclude yak not focyus but focus, memang biasanya kan kalo verb itu stressnya dibelakang tapi memang focus itu di voicenya ya jadi depan ya, jadi itu ya yang buat kalian jadi focyuus, memang secara umum dari belakang, example examine kemudian focus, kemudian determine, itu kan didepan gitu jadi verb tapi sterssnya didepan, coba dicheck yaa. Jadi ada beberapa verb, there are some verb that have stress in initial, biasanay intinya, two syllable. Yak oke, this group is get practice make range lifely, dynamicly, agak sedikit ber api api ya, kompor gasnya kena. Okey, thanks for the performance, is there any question comment or suggestion? Yaa

S   : This is for the audience have to pay attention from the beginning until last season because if we just pay attention in some write it will make miss communication or get wrong information.

L   : Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance. You should pay attention everybody. Do not say like that ya! If you perform well the audience automatically listen to your performance yah.

S   : Yah of course

L   : Of course. So please the performance do the best! The audience just adjust, the commentator, so please make your expression your discussion life yah. It ya. Tapi ya audience tadi juga itu ya rame aja, barti rame itu because of thing because the performance do not track the audience attention. Please drag the audience attention and drag the other group or negative or affirmative group attention to your expression. Use your body language, gesture, voice, term, expression, probably ada space, silent atau jeda and then say something. There are so many things you can use to make your expression lie and dynamic. Okey learns about voice, dynamic, tone, body language, gesture, volume of your word. Sometime you can also increase on your volume to drag the audience and the others. Ok good yak.

S   : Enough?

L   : Enough. Oke please give applause. Oh ya one more thing, emotion. Emotion can also make you get something takes in pronouncianting skill. Kalo kalian full emotional itu juga bisa ya jadi nervous, pengen bener malah jadi salah. So please manage your emotion when you speak up. Oke time is for the next group. Oh ya take notes please ya. Oke time is your now.

Students doing debate.

L   : Oke thank you mbak indah for today. Yak especially for all this debate member please attention for the pronountiation because your pronountiation it to be check. How to check? You can used some tools like you can use google translation something like that and some miss pronoun like honorably, highly, it is you can check only internet. Actually you get practice you copy paste this text into google translation and the you listen the correct pronountiation first before you performance so you are sure with the pronountiation. Because we cannot repeat what we say, right? So we just have one correctly to the audience hear, so we have to be careful to say something like this and like that and can not repeat. Yak pronoutiaon. But your body language is there is some improve from the other group. Yak it's good, but pronoutiaton please, please check the pronountiation. Probably next in presenter. And I appreciate the presentation the moderator, that's probably because she has already a get info in this kind of competition so she have experience looking and feeling the nervous the situation and also therm used and thing she be express in this conduct even. In something mistake I ask to watch video concering the debate on you tube, have you?

Ss   : Just silent.

L : You can not have this experience life. So please watch video concerning debate competition on you tube and you can learn from the video about situation, thing concerning on debate, the best debate performance in you tube, and you can write some expect to them. I think you didn't previous watch the video but this one get information from the moderator. You debater number have also have experience, so please experience itu guru yang paling baik. Jadi make your self have good experience, this one is one experience actually. Kamu pernah begini dan belum pernah begini itu berbeda. Maka kalo belum punya pengalaman tanyanya sama google. Jadi search information from the internet and find the solution and try to find the experience from other people who have the some problem. Your problem is to be a good debater and how to performer. That's actually the homework for the next group because this one is good so the next more than this. The next ya should have more than this, are you sure the next group, yang group terakhir siapa?

Ss : Ini the last.

L : Ini yang the last? oh ya sudah barti saya yang salah. Oke good point for the last group. Give applause fro the last group. Thank you mbak indah.

S : Thank you for the honorably Miss Tika and Mr. Rifai do you have argument about this group?

L : Ngomong aja, tadi saya juga ngomong. Just speak up.

S : I think I don't know if you as judicator, becase you have experience before and you success set this debate to good moment I think enough.

S : Thank you Miss Tika. And the Mr. Rifai what do you think about this group?

S : For this group for debate is very good. Maybe for the argument better than for other group or maybe kurang respect for yang lain and for negative group berkata kalo really really wrong itu kurang baik dan untuk kelompok sini hanya kurang pronountiation.

S : Thank you Mr. Rifai. Thank you for audience, I hope our debate tody can close for us. And I am as the moderator I am sorry for all my mistake and wassalammualaikum wr.wb.

Ss : Waalaikumsalam wr.wb.

L : Ok, thank you for the performance, and ya oke sepertinya sudah saya katakan tadi bahwa guru adalah pengalaman yang paling berharga. So maybe next

week we have better, we have more meeting in next week or other next week? Maish ada pertemuan nggak ?

S   : 2

L   : What about take look at some videos that it indicate it good debate, good provide argument and please choose for watch video yourself. Please prepare the video that you think it is good watch and then lets also watch the video recording by the researcher here. Do you understand with I mean? No?

Ss   : Just silent

L   : Please repeat it ones more!

S   : Nyari video yang bagus.

L   : What did I said ?

S   : Nonton video yang bagus.

L   : Yang bagus ditontOn pie kui ? atau yang lucu lucuan?

S   : Yang bagus debatenya.

L   : Video about debate ya good debate good example of debate from the video. Masing masing mencari ya, everybody try searching the video. Mungkin ada yang bisa dapet ada yang tidak dapet, kita lihat besok. atau diskusikan dengan masing masing group saja gitu?

Ss   : Yaaa

L   : Jadi masing masing group menyiapkan video yang bagus banget, 2 yaa, masing masing group 2 ya, satu yang indo dan yang satu dari yang asli dari sononya, nanti kalian bisa bedakan bisa dikasih komen, yang Indonesia kurang gini, kalo yang bule memang sudeh begini misalnya atau bolehnya yang second language seperti Malaysia, kalo kita kan foreign language, bedanya apa sih, what different between foreign language and second language and motherthoung? Nah coba cari dari yang second language atau debate yang dari native. Ada ngak dari orang Australia asli bikin debate gitu?

Ss   : Just silent.

L   : Coba dicari. Kalo bisa ada bisa didengarkan makna yang kira kira harusnya kalo kita sebagai former itu harus apa? Cara kita beradaptasi seperti apa? Jangan lupa

besok cari lcd yang baik dan benar jangan nomer 10 atau nomer 3. Jangan yang merk hitachi, pengalaman kalo hitachi mesti ngeblur, kalo nggak blur nggak bisa konek. Jadi besok cari yang bagus. Terus apa lagi?

Ss   : Udah.

L   : Waktunya habis?

Ss   : Dah habis

L   : Ada pertanyaan?

Ss   : Nothing

L   : Oh ya please very body log in, bikin akun edmodo ya, nanti saya share di group, kita nanti kumpulkan disana terutama yang mid semester, untuk yang latihan nanti filenya minta mbak rahma untuk masing masing group ya, kalo nanti filenya tinggi dikecilin ya, pakai computer kan bisa, terus diuplod. Nanti di uplod dulu di you tube, lalu linknya di uplod ke edmodo. Dikasih foto ya, nanti kalo nggak dikasih foto jangan saya ngasih nilainya salah yang jelas fotonya.

S   : Dikumpulinya deadline kapan pak?

L   : Kalo bisa sebelum uas sudah dikumpulkan ya. Menurut kalian nanti ada ujian nggak?

Ss   : Nggak usah

L   : Hla anda rela ini jadi nilai?

Ss   : Enggak papa

L   : Atau gini aja untuk ujina terutama kan sifatnya individual pertanyaannya dari saya atau dari kalian? '

Ss   : Pak guru saja

L   : Dari saya?

Ss   : Yaa

L   : Ok, topiknya kemaren apa? Tolong di wa yaa. Itu saja yang nanti buat ujian. Nanti kemudian anda per orang itu mengungkapkan kembali melaksanakn tugasnya masing masing tapi lebih perfect ya

Ss   : Ya

L   : For each performer reply, tapi menghadap kamera sendiri sendir yaa, dari hasil apa yang review kemaren itu harus lebih baik, jangan baca! Gunakan your voice, bosy language, gesture, and everything that you can do to make your performance better or it is the bets performance that you can do it. Yak thank you for your attention and wassalamualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb.

TRANSCRIPT 4

Miss Ernadewi Kartikasari

Second Meeting

16 November 2018

08.40-10.20

SPEECH

About: Continue Utopian Society

L   : Assalammualaikum wr.wb

Ss   : Waalaikumsalam wr.wb

L   : Ok, thankyou for coming today, with me this class, today before we are going to entry the next material, is there any students like to present their paper in front of this class? Paper, drawing something you are going to continue. I have point to the students who present it. Jadi minggu lalu saya menunjuk beberapa students mom gambar saya belum selesai dan pasti sekarang sudah selesai. Saya kasih kesempatan untuk bisa melanjutkan. Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini jangan tambahin buletan sendiri, tambahin love boleh. Nah minggu kemaren yang maju mbak siapa saja?

S   : I am miss

L   : You are not. I remember your face. Mbak siapa namanya?

S   : Afifah miss

S   : Saya miss nomer 89

L   : And then? Ada cowo kemaren yang saya tunjuk?

S : Aji 083

L : Then?

S : 75 miss

S : Siti aisyah 1084

L : Ada lagi yang belum? Ada yang belum? Now I give you time to present some students they may come forward and speak about their picture. I am going to find you. Atau gambarnya masih belum selesai?

S : Ketinggalan miss.

L : Kalo dompetnya ketinggalan nggak? Motorcycle?

Ss : Enggak miss.

L : Mbak tita

S : I am miss,

L : Yak you, please going to be. Mbak fitria? Where are you?

S : Here miss.

L : You are number two. Mbak fiki? Where are you mbak fiki?

S : I am miss

L : You are going to present it. No matter what, you are going to present it. Kamu harus present it.

L : Present it oven there, oven there. Say your name, and you are going present it to your friend.

S : Assalammualaikum wr.wb

Ss : Waalaikumsalam wr.wb

S   : My name is my name is tita yuli iswanda, now I am going to present about my island, this is my island. The name is a healty island. Only for people, who have respiratory distress. So people who live on this island is just someone who has a respiratory distress, because people like that, need a place that have clean air. There are no verticles is making pollution or anything can make pollution. So in this island we have to use bicycle. We have to plant organic vegetable zoo because healthy food can make our bodies better. So this island set up only 4 people who have respiratory discuss.

L   : Only 4 people?

S   : Yes

L   : As you wish?

S   : Kayak cuma buat terapi gitu hlo miss, jadi orang orang itu butuh udara yang bersih, jadi pulau itu buat orang orang yang punya gangguan pernapasan, buat terapi khususnya buat orang orang yang kurang mampu dalam pengobatan.

Ss   : Yee…

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

L   : Next student?

L   : Mbak what's your name?

S   : Fitri

L   : Ya alloh merah bajunya merah

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : Here I want to explain that my happy island. In this island just only happy people in there, and just only people that have no any problem, they never feeling sad, bad, but in this island people that have still free people, in this island people in there just only some activities. The activities just make them happy. So this is my island.

Ss   : Ye…. (Aplause)

L   : Best island ever. Ya kelas ini kok banyak yang merah ya, bajunya merah. For the next student? Mbak?

S   : Fiki

L   : Mbak fiki

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : I want to tell you about my dream island. This is my ice cream island. This is just my family there, and ice cream factory, and strawberry garden, and this is chocolate river, and this is a beach. This beach contain a fish that like tuna fish. So this is my dream island. Thank you.

Ss   : Yeaa

L   : Ice cream island. So there are lot of ice cream island like strawberry. Then for the next students? Sampun? Sudah?

S   : Sudah

L   : Ada? Is there any student like come forward again? It's ok for you. I am really very welcome for you.

S   : Iam miss

L   : Yes you are going to performance, yes please.

S   : Ok, I want to show you my picture this is The Lopan island nature island. I like London and japan because London is modern city in the world and japan is one of combination of nature and modern so I think when I want to make my dream island I always thinking in this London modern and japan nature so I combinated. This is a great bright when you see London, you will saw the great bright and the high building and in the japan you can see traditional home. So I combinated it, I have fantacy island when people can bergabung apa sih jenenge?

Ss   : Join

S   : Menyatu. Intinya menyatu antara nature sama modern so I want the people have a great island. I want in this island just small community with the people with just free independent community who live in there. And in my island just many 50.000 people and there are many building, traditional building and the trees and mountain. Maybe I think enough. Thank you.

Ss   : Yeee… (give applause).

L   : Lapan island it's to be yours. Dreaming something that really want to reach want day actually. Something your own here and then you are going to make it come true. Jadi one day kamu mau buat lapan island atau apa.

S   : Robani island

L   : Ya robani island. Ada lagi? Another students to performance?

S   : Hello everybody

Ss   : Hello

S   : In here I would like to talk about my dream island.

L   : What your name of your dream island?

S   : My quiet island.

L   : Quiet island.

S   : Why I name the island is quiet because I like quiet please. So I name the place is quiet island. The island is very nature but there no transportation but the facilities is more complex then big city. In here have fresh water and fresh air and there is no pollution able and this island there is no plastic able, all of the facilities in here only great nature, and the people in here not to crowded just 100 people in this people and the people very kind not like people in big city and this era, here is very nice weather and in the morning can see sunrise and in the evening I can see sunsite. That's my dream island.

Ss   : Yeay… (Give applause).

L   : So you not use plastic bottle, fresh nature, and that's your dream

S   : Ya

L   : The world that you really quiet right?

S   : Yes

L   : Ada lagi yang maju? Boleh nanti saya centang disini

S   : Saya bu

L   : Yes, come forward.

S   : OK, I have island my name island is darrusalam island. My island there many people 1000 family, we have child memorize about holly quran. In my island facilities transportation just one is ship, and then my island have library. in my librabry is very many books about history, sain, and many more and then in my island have school is very teach about sain, social and many more. I think enough.

Ss   : (Give applause)

L   : Only there are people on there yak, that's your own picture where you're going to make some additional color maybe you make it, maybe I see that? Maybe its to be colorful right? Red in school, masque, maybe make it colorful it. Is there is any student like to performance? Please come welcome.

S   : Ok guys, I am going to tell you about my island and this picture I called my dream come true island. Yes when you to come this island there is a beautiful princess that will be favorite my imagination and also your dream. So when you come here, you made beautiful princes and the people consist many people and just handsome and beautiful people. When you come to this island there will be to rivers diamond, and also brilliant river and when requirement that you have to the case when you step and step you can touch this painting and you're dream will be come true. You can see right? There are many pictures in this paper, there are sunflower piece, and also French, beach and disnyland when touch this painting you're dream will come true and you can entry into this picture. I think that all from me.

Ss   : (Give applause)

L   : Only beautiful and handsome man?

S   : Ya

L   : Jadi bagi yang tidak cantik dan ganteng gak boleh masuk. Ya ada lagi? There is any students like to performance?

S   : I am miss

L   : Ya OK.

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : This is my dream island. The name is The island without gadget. You can see. Ok this island, we know that the habbit the most people where more kid, dults, or

old is using or playing mobile phone or gadget although they are with friends or with their family. So I want remove it I want to back in 90 generation when I still kids. All of feel piece without gadget when family talk together without gadget when friend talks together without gadget and children play without gadget. Now let see for example me and my friend when we eat together in mbok jingkrak or bu dul we can not talk but we busy with our gadget, so want to remove it and I want to back to my child and everyone can talk without gadget. Most people need their gadget more than their friend. That's all about my dream island.

Ss   : (Give applause)

L   : The island without gadget, by the way from your presentation I really wonderful where is the location of mbok jingkrak?

S   : Deket alfamart itu hlo mis.

L   : Letter you bring me.

S   : Enak situ miss, murah juga.

L   : For another? There is any student to come forward? You finished? Try.

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

L   : What's name that? What the name?

S   : I give name The cliff of prosperity. You can see. Ok I will explain about my place. This cliff can be occupied by anyone and anyone can come. But anyone has to climb to get to the top of the cliff. Why I call this place prosperity cliff because this place will rain gold, money and diamond, and I manage that rain. So this cliff is very glory. Than the soil is very lush (fertile). Any kind of plant can grow up in there. That's all about my dream island.

Ss   : (Give applause).

L   : Yak ada lagi?

S   : Yesica

L   : Yesica. Oh ya disini ada yang pakai celana panjang? keculai yang laki laki. Nggak ada kan. Saya ditanya soalnya, buk kalo dikelas ada yang pakai celana panjang nggak? Oh ya jelas ada yang laki laki, kn gak masalah ya, kalo perempuan disini nggak ada yaa?

Ss   : Nggak.

L   : Saya jarang liatin, soalnya saya pikir kelas ini disiplin disiplin ya

Ss   : Yee

S   : I want to tell you my dream island. In my dream island of some family only ten family and each family have ten people. There are no bad people like pickpocket, robber, etc. There are many sports places. All the people who like sports, from the family of national athletes. People in this place is good attitude and tolerant in different religion. There are free internet facilities. Everything that is consumed by each family is healthy food and there is no junk food. Really like cleanliness, discipline like military. No motorcycle, car, only bicycle. That's all about my island.

L   : Enough?

S   : Yes

Ss   : Yeee (Give applause)

L   : Why something close your face by the paper?

S   : Nggak pede miss.

L   : You nervous with me or with them or whit she or with it?

S   : Aa belum bisa biasa gitu hlo miss

L : Next? Come on.

S : Here I want to tell about my dream island. The name is happiest island. This is my island. I want to have an island that surrounded by strawberry garden.

L : Strawberry?

S : Yes

L : Only strawberry garden? Only that? No another fish or plant?

S : No. So it will have cool weather and we will not fell hot and we don't need fan or air conditioner. My island will have only 70 young person that like K pop and there will be 10 idols from korea that live in my island. If we want to go to school or go out we will take a bus and not use private vehicles so the so the traffic is not crowded. School in this island do not give home work for the students so the students will only study in school. I think that's all about my island will have beautiful life.

L : What the name island?

Ss : Happiest Island

L : Only strawberry garden, K pop barti hanya ada yang cantik cantik dan ganteng ya?

S : Yang suka korea

L : Barti kamu cocok sama dia. And no home work it is like same free country gak ada PR dan student studentnya pinter pinter ya. Kalo banyak PR banyak beban psikologinya menurun gak bisa konsentrasi. Another student like to performance? No? You didn't get the point if you didn't come forward present the context.

S : Saya miss

L : Yes thank you. You are going to be the next.

S : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : Here I will tell you about my dream island. This is my island.

L   : What the name of the island?

S   : The name is my private island. There are only one house live in there just mine. There are many things that I want. Only me and my family. When we living there its far from crowded environment. There are private ship if I want to go around the island. I cam see the sunset and sunrise everyday. That's all about my island. Thank you.

Ss   : (Give applause).

L   : Come forward.

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : I will explain about my island. My name island is romantic island. In this place I want to be happy with my family and with husband letter and in this place only happy people can visit this place with their couple. In this place all family have good finance with a success effort and in this place the air is so fresh, the view is so beautiful so make the people always comfortable with place because the mountains a main view. I think enough about my island. Thank for your attention.

Ss   : Yee (Give applause)

L   : You describe something is view about you right?

S   : Yes

L   : Now please try to come forward and explain something. My romantic husband with my husband will be.

S   : Future husband

L   : Nah future husband.

S   : Assalammualaikum wr.wb.

Ss   : Waalaikumsalam wr.wb

S   : Here I want to tell you about my dream island. I called with ladies island because there is full of human no boy in here. Every human who stated in this place have a good relationship like a best friend then there is no parent, kid and just for dult and teneger . And all of the girl live in big castle and they life without phone and internet. Then if they feel bored they go to te beach near the castle after he beach there is a big mountain and this island full of vegetable and trees because the people who live here is vegetarian so there is no chicken junk food and etc. I think enough.

S   : Yee (Give applause)

L   : So I can't live there?

S   : Ibu kan belum tua jadi boleh masuk kan yang gak masuk kan yang tua sama yang kecil.

L   : Ok, all of vegetarian?

S   : Enggak vegetarian tapi disana itu hanya ada buah dan sayuran jadi gak perlu beli yang gak ada disana

L   : Ok, thank you, for another?

S   : Ok, I will tel you about my dream island. My island is Young muslim entrepreneur island. Of course who lives in this area must be muslim. The work people of this island is as bussines men and bussines woman only. In this island there are 1000 family. The people who working here just the young people. They will take care of their parent, their parent may not work, they told to their parent to take a break. In 25 years old they already have financial freedom. For youth in this island

formal education (such as mathematic, science) and financial education is equal important. That's all I think enough.

Ss   : (Give applause)

L   : Monggo mbak. Sampai ngliat atap ya. Yuk mbak yu

S   : Here I will tell you about my island. The name is Strawberry island.

L   : Strawbeery island. Kelas ini banyak yang suka strawbeery ya

Ss   : Iyaa

S   : In the island, I become aprincess and I have 100 soldier and I have just one hundred people and they all are strawberry farmer. This island full strawberry field. This island there is factory to make anything with strawberry ingredience. We can make lamborgini, anything kinds of car, plane, motorbike, train. Just anything we need. And then we sell it to another planet like Jupiter, pluto. I think enough thank you.

Ss   : (Give applause)

L   : She just really anti mainstream tujuannya dari satu planet ke planet lain bukan satu tujuan naiknya lamborgini hlo dari strawberry. Yah another students maybe?

S   : I am miss

L   : You ok, what's your name?

S   : Nadya. Ok I want to explain about my island. My name is music island. In the my island they have chocolate river like wili wonka film. All of people life so happy, nothing people sad, all of people in there is a singer, musision , working as musision and singer, all of people have a wing,. Have a magic brush to draw anything if we want to vacation or go to the place we just draw in the wall and we can enter the picture. The island is so green. I think about my island.

L   : Thank you.

S   : (Give applause)

L   : Ok, Wili wonka factory, a lot of chocolate, candy, music. For another students like for present maybe?

S   : I am miss.

L   : Monggo. What's your name?

S   : Oktavia. Here I want to tell you my imagination. It is hidden magic island. In there just 50 families, and beautidul island and full of peace, have a very wise tribal leader, there have river they grow food for their own needs and they grow food with magic but they never lazy although they have magic power. Inside it only contains happiness and peace. I want to live an ordinary and calm life, full of piece and there are no problems in it. And all families on this island always happy and full of piece. They can finish the job with magic. I think enough, terima kasih.

L   : I think enough, terima kasih doing this thing. What do you do actually? Kalian belum selesai kok sudah begini?

Ss   : shy

L   : Shy what. Nanti kita lihat video kalian. Ada yang mau maju lagi? Enough?

Ss   : Enough

L   : Yak, before we are going to entry, to going to your videos project, standing project skill workshop, today we are going to try about this one even active in presentation how we express or how be like present something, related to the perform as student maybe you have see your friend present something and then there is some people belum selesai sudah ditutup mulutnya. But in the formal situation you can not doing such thing. Nanti kalo pas persentasi thesis atau skripsi pak jangan nanya nanya gitu. Yah in even formal situation you have to do something like formal situation

ever. So why we give a talk about most effective of getting your point across, very valuable transferable skill that your future employer will greatly value, often a part of interview process, builds confidence. So when we are going to talk about something like see the example when you have project from me in midterm, you have say something confidencely, mmm, mmm, makanya apa kalo pas project divideo aja ya, soalnya nothing mmm,mmm, kamu ngapain ketawa, let say, ya you going to be good. And activity 1. Yah answer this question! How do you feel about talking? what do you feel when you are going to talking about something in front of this class? two things or two delivered. First the video made you say something and you explained something related to your interested now you're talking about something that you really like but in informal, so what do you feel about talking?

S   : Nervous

S   : Tremor

L   : Tremor? tremor itu biasanya..

S   : Termos

L   : Beda termos and tremor. Oh my god you kidding me. Termos is like a place in you are going to keep hot water it's called by termos. Tremor is when you are going to a cross higher or some building. Kalo termor kan kamu jalan di building yang tinggi, takut ketinggian, dredgeg, bahasanya apa ya dredgeg?

S   : Shack

L   : Shacking your body. Then what do you fell again? Nervous, confidence?

S   : Not confidence.

L   : Not confidence

S   : Blank

L   : It is also the same that you are going your presentation, discourse and error analysis. And then you are going to doing section next, karena kalo persentasi di situasi formal kan ditentukan,kalo ini ditentukan nggak? No free. For the midterm, kalian yang tentukan atau saya yang tentukan.

S   : Kita yang tentukan sendiri.

L   : Not afraid yah, jadi kalian lebih free, nanti saya tunjukan beberapa video yang bisa kalian lihat ada beberapa yang you must see the videos. List some characteristic of the most interesting or inspirational talks that you remember. Do you remember the speech from Barack Obama?

Ss   : Yaa

L   : Martin and another person maybe? And you still remember how they do their speech when they are getting in front of another people, they say something nicely, because English is in our mother tongue, jadi kalo mau persentasi you may mix it in bahasa Indonesia to simplifier to the example simplifier word it is ok so far. You will or ready have the experience and skill that will help you to give a good presentation. What do you think your strengths an weaknesses are with respect to public speaking? So dikelas ini yang paling kuat speakingnya siapa? In your own opinion? Biasanya kalo kamu mau mengikuti interview ditanya kelebihanmu apa mbak? Banyak, kekurangamu apa? You can not say something. Right?

S   : Yes

L   : Kalo kekurangan kalian dispeaking menurut kalian sendiri based on your own apa? What your weakness in speaking?

Ss   : Vocab

L   : Vocabulary, then?

Ss   : Grammar, pronoun

L   : Pronoun and then?

S   : Kalau mau ngomong nervous.

L   : We really need something like grammatically correct when we are going to say something right?

Ss   : Yes

L   : It make us confiedence say something, to explain something, to describe something, what else? Kalo pas kamu didepan, yang bikin weakness kalian apa? Soalnya divideo kalian bagus hlo, nanti tak liatin. Lihat audience gini gerogi nggak?

Ss   : Gerogi

L   : Ada yang writingnya jago tapi pas ngomong didepan nggak bisa ngomong sama sekali. Itu namanya ya itu. Jadi kalo dah tau kekurangannya tutupi kalo dah tau kelebihannya perlihatkan. Jadi yang tau kekurangan kalian ya kalian sendiri. Nah how to build the vocabulary. Itu ada dikuliah vocab semester satu ya.

S   : Enggak ada

L   : Vocab disemester 1 gak ada. Jadi how to build the vocabulary actually. Is there any student know? You can share it to me? Share to your friend today.

S   : Susah

L   : Difficult? How to arrange the word. Kalo word grammar, ketika speaking itu ya speaking dulu, anak kecil kalo kalian ajarin nulis dulu ngomongnya gak jadi jadi, bahkan anak kecil umur 0 tahun bisanya nangis habis nangis mama namely babbling speech gak ada nulis mama. Spoken dulu, grammar itu nanti setelah kesekian. Di English ada istilah goblish, goblish itu saya paham kamu paham, you eat, you are going to eat. Respond good things. Yak kalo vocab itu bisa dimulai dari keseharian kalian. So I am going to give you some question, what thing inside in you body?

S   : Book

S   : Pensil

L   : Case

S   : Powder

S   : Mirror

S   : Lipstick

L   : Then? Jadi try to find something beside you. Jadi itu kayak game. Itu ada di kuliah semester

S   : Gak ada miss

L   : Ada kok, barti kalian itu generasi yang biasa atau automatically looking materi by your own, nah you are indicated as automatic learners, so what they do as automatic learner? Automatic learners itu mencari informasi sendiri, coba saya tanya waktu presentasi introduction to linguistic materinya cari dari buku apa dari internet?

Ss   : Internet

L   : Dicariin atau cari sendiri?

S   : Cari sendiri

L   : Itu namanya automatic learners, kalian cari materi sendiri how you present nicely itu juga cari sendiri, jadi gak perlu nanya ke kakak tingkat. Makanya pakai 4.05 itu dilatih sendiri. Jadi untuk vocab kamu latihan dari sekeliling kamu sendiri for example from your body parts, hair, nail, watch. How about this one?

S   : Dress

L   :Kalo   celana   panjang?

S   : Pents

L   : Coba shoesnya beda beda

S   : Flat shoes

L   : Sport shoes, try to looking for something like vocabulary di deket kamu, jangan yang jauh jauh dulu, yang ada didalam tas kamu, what such thing that you found in the way, yang kamu temukan di jalan apa?

Ss   : Bus, traffic jam, train, bicycle, school, buildings, hospital, police

L   : Setelah dapat satu materi di spesifikasi kalo pas vocab contoh di bus, di bus itu di dalamnya ada apa?

S   : Chair, driver,passenger,

L   : Yah, that's all. Oke for today maybe going to the next week, nah kita ketemu lagi minggu depan, yah untuk vocab, saya sarankan sekali lagi jangan yang tinggi jangan yang muluk muluk, disekitar kalian dulu, contoh dikamar kalian dulu, ada pa?

S   : Pilow, be, mirror, window, door.

L   : Yah jadi dimulai dari yang kecil kecil. See you next week assalamualaikum wr.wb

Ss   : Waalaikumsalamwr.wb.

APPENDICES 2

Appendix 1.1 The Finding of Types of Illocutionary Acts and Illocutionary Function Used by The Lecturers on The Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Years 2018/2019.

Number of Data	Data	Context	Classification of Illocutionary Acts	Classification of Illocutionary Function	Mean
		Lecturer 1 and Meeting 1			
T1/08.11.2018/ L1/M1/D1	L:*Assalammualaikum wr.wb* S: *Waalaikumsalam wr. wb* L:*Good morning everybody*	The situation was beginning of the lesson. The lecturer opened the lesson with greeting the students by saying "assalammualaikum and good morning"	Expressive	-	Greeting
T1/08.11.2018/ L1/M1/D2	L: *For the first and second group have to conduct debate today.* Ss: *(Just silent)*	The situation happened when the lecturer order the students for practicing debate that day, especially first and second group.	Directive	Competitive	Order
T1/08.11.2018/ L1/M1/D3	L: *For the first and second group have to conduct debate today,* *are you ready? are you ready or not?* Ss: *(Just silent)*	The situation happened when the lecturer asking to his students, ready or not to practice debate that day.	Directive	Competitive	Asking

			Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D4	L: *To do that please arrange the sheet face here, face the north, and the background is that wall.*	The situation happened when the lecturer requests to the students to arrange their chairs for debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D5	L: *So please make the arrangement of the chairs to become*	The situation happened when the lecturer requests to the students arrange the chair become like for debate.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D6	L: *Oh moderator, please act like good moderator and then for the negative and affirmative group please doing best!*	The situation happened when the lecturer request to the students be act like moderator and doing the best for debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D7	L: *Who is a time counter for to this?* Ss: *(Just silent) time counter?* L: *Time counter? Who is counter?* Ss: *Time counter?* L: *Yah time counter?*	The situation happened when the lecturer asking to the students who is the time manager for debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D8	L: *Come on! Hurry up!*	The situation happened when the lecturer order to the students to do debate now, because the time is limit.	Directive	Competitive	Ordering

T1/08.11.2018/ L1/M1/D9	L: ***To make it more yah life debate you have to make your position down yah.***	The situation happened when the lecturer order to the students to make the situation of debate more life.	Directive	Competitive	Ordering
T1/08.11.2018/ L1M1/D10	L: *To make it more yah life debate you have to make your position down yah**. It is means is what you say is the best argument from the other.***	The situation happened when the lecturer explained to the students for debate ore life the students have to say with the best argument so for another group will be lose.	Representative	-	Explaining
T1/08.11.2018/ L1/M1/D11	L: ***Now please range the sheet face to the north and for the audience move the chair to face the south.*** Ss: *(Then the students move the chairs.)*	The situation happened when the lecturer request to the students to arrange the sheet to north and the audience arrange the sheet for the south.	Directive	Competitive	Requesting
T1/08.11.2018 L1/M1/D12	L: ***Yah follow this statement.***	The situation happened when the lecturer order to the student to follow the statement from moderator.	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D13	L: ***Who is the moderator?***	The situation happened when the lecturer asking to the students who is moderator for debate that day.	Directive	Competitive	Asking

T1/08.11.2018/ L1/M1/D14	L: *Nanti yang lain ngapain? Nonton tok?* Ss: *Iyaaa*	The situation happened when the lecturer asking to the audience what have they to do during debate happened that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D15	L: : *Okee everybody now we come to first debate for the first two group that performance day.*	The situation happened when the lecturer informing that debate will be star for the first group.	Representative	Collaborative	Informing
T1/08.11.2108/ L1/M1/D16	L: *For the other students to please take note the public mistake and then wrong ideas* for example or probably thinks that you need to get improvement yaah… *so please take note! to make it better performance letter on yahh.* Ss: *Yaaa*	The situation happened when the lecturer request to the audience to take note if there is mistake or wrong idea from first group during debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D17	L: *I think that and time is for the moderator to present the debate. Come on!* Ss**:** *(Doing debate)*	The situation happened when the lecturer order to the students to start the debate that day.	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D18	L: *Thank you for the first performance today*.	The situation happened when the lecturer said thank you for their performance that day.	Expressive	Convivial	Thanking

T1/08.11.2018/ L1/M1/D19	L: *Oke I think it start for us to feed back for this especially for audience first. or **what do you feel ? how you feel to performing this debate?,***	The situation happened when the lecturer asking for the first group how they feel after doing debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D20	L: *Okey **who wants to express how you're feeling?*** S: *I am sir*	The situation happened when the lecturer asking to to the students who wants to express their feeling first after debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D21	L: *Okey. **What your name?*** S: *Fatikhatul mutiah* L: ***Yah mbak fathikatul mutiah what do you think?*** S: *This debate making me so nervous because it is my first experience to debate. I think to me to short preparation.*	The situation happened when the lecturer asking the name of the students who wants to express her feeling after doing debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D22	L: ***Ohh..one week is to short?*** *(laughing)* Ss: *Yaaa*	The situation happened when the lecturer asking to the students that prepared for debate for one week it is short or long?	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D23	L: ***Do you think that one week preparation is not enough too?*** Ss: *Ya not enough.*	The situation happened when the lecturer asking to the student that preparation for debate one week enough or not.	Directive	Competitive	Asking

T1/08.11.2018/ L1/M1/D24	L: *So what you think? It should be two weeks or three weeks or four weeks or is what?* Ss: *What (with laughing)*	The situation happened when the lecturer asking to the students how much time for preparation the debate.	Directive	Competitive	Asking
T1/08.11.2108/ L1/M1/D25	L: *So actually what you have prepare ? or your going prepare your material ? or you prepare yourself at home before for performance yah ?* S: *Actually we still prepared it before this day.*	The situation happened when the lecturer asking to the students they are prepare for debate before performance that day or not.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D26	L: *Ahhh that your problem actually yah I give have you to preparation discuss before to go to started only to this, for other would be something to her from the other students to have preparation because if you not prepare this performance you will get nervous and you can say nothing because there are so many things to be come word for the materials yahh..How to act*	The situation happened when the lecturer informing to the students that the effect from not prepare enough will be get nervous and can not saying material with the best or can not be act like the best.	Representative	Collaborative	Informing

	this, how to act that for like that yaa.				
T1/08.11.2018/ L1/M1/D27	L: *For MC too prepare your action,* **I mean you can practic to saying this? No?** S: *No*	The situation happened when the lecturer asking to the students as MC.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D28	L: *For MC too prepare your action, I mean you can practic to saying this? No?* S: *No* L: **Nahh..that's it you just prepare the material you do not have preparation in performance. I can see the way you say something.**	The situation happened when the lecturer give comment for the student because the students did not prepare their performance for debate that day, and the lecturer feel disappointed.	Expressive	-	Disappointi ng
T1/08.11.2018/ L1/M1/D29	L: **Mengongkoni apa?** S: *Menyuruh*	The situation happened when the lecturer asking to the students what is the meaning from "mengongkon" especially bahasa Indonesia from "mengongkon.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D30	L: **Others? Is there is any feeling, other than nervous? merasa tidak aman?** S: *Yah*	The situation happened when the lecturer asking to the students about their feeling.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D31	L: **I think you please adjust your reading activity when you give opinion,** *when you*		Directive	-	Suggestion

	give opinion your text is only different to yah				
T1/08.11.2108/ L1/M1/D32	L: ***You should, do not read the text you should prepare your performance.***	The situation happened when the lecturer giving advice or suggestion to the student not to read the text during debate and the students should prepare their performance for debate before performance that day.	Directive	-	Suggestion
T1/08.11.2108/ L1/M1/D33	L: ***It is not your opinion if you just reading yaah.***	The situation happened when the lecturer give information to the students if the student just read the text it is mean that it is not their opinion.	Representative	Collaborative	Informing
T1/08.11.2018/ L1/M1/D34	L: *Okey for the audience maybe you can share your ideas concerning this performance the first performace ever in your life in debate,* ***yahh is there any?***	The situation happened when the lecturer asking to the students to share their ideas for first group's performance in that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D35	L: ***No?*** S: *Retno*	The situation happened when the lecturer asking to the students there is students to share their opinion about the	Directive	Competitive	Asking

		performance debate that day or not.			
T1/08.11.2018/ L1/M1/D36	L: *Yah opinion about this perform what should be improve? What is improvement?* Nahh ini	The situation asking to the students what should be improve from the first performance about debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D37	L: *Yak kamu, thank you.* S: *Okey, I think that the wekness is act context to make sure the audience believe from your statement. I think like that. Because this is debate so you must make the audience belive your statement.*	The situation happened when the lecturer thanking to the students who wants give opinion about performance debate that day.	Expressive	Convivial	Thanking
T1/08.11.2018/ L1/M1/D38	L: : Yah..*should be stand up and act in the audience as your position*	The situation happened when the lecturer give advice or suggestion to the first group to stand up when they speak up and act as the position during debate that day.	Directive	-	Suggestion
T1/08.11.2108/ L1/M1/D39	L: *Yak good that the point,* and then?	The situation happened when the lecturer stating that from the students' opinion about debate that day is good.	Representative	Collaborative	Stating

T1/08.11.2108/ L1/M1/D40	L: *Okey others maybe? Some ideas to tell their performance to improve?*	The situation happened when the lecturer asking to the students there is others student who wants to share their opinion about the performance that day too.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D41	L: *So you need have revision from this performance, you should have better performance.*	The situation happened when the lecturer give suggestion or give advice to the first group should be better in another performance.	Directive	-	Suggestion
T1/08.11.2018/ L1/M1/D42	L: *So what do you think as you got to prepare more?* S: *Sir* L: *Yak you, From the time keeper* S: *I just want to said that harusnya the first performance or the affirmative team itu menyelesaikan dulu argumentnya…*	The situation happened when the lecturer asking to the students if the students prepare debate more it what will they get.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D43	L: *If you repeat it, it's okey to make it better after this time you can get more better yah*.	The situation happened when the lecturer give inform to the students if the students repeat it again they will get more better than that day.	Representative	Collaborative	Informing

T1/08.11.2018/ L1M1/D44	L: ***Should be have more than one yah?*** Ss: *Yaaa*	The situation happened when the lecturer asking to the students for performance debate that day have to more one.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D45	L: ***Okey give applause for the first performance.*** Ss: (Give applause for first group)	The situation happened when the lecturer order the other students to give applause for first group who performance debate that day.	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D46	L: ***Thank you for becaming percobaan***.	The situation happened when the lecturer give appreciate to the first group by saying "Thank you"	Expressive	Convivial	Thanking
T1/08.11.2018/ L1/M1/D47	L: ***There is no mistake, for the first group.***	The situation happened when the lecturer state to first group did not have mistake for their performance for debate that day.	Representative	Collaborative	Stating
T1/08.11.2018/ L1/M1/D48	L: ***Thank you***	The situation happened when the lecturer give appreciate to the first group for their performance that day by	Expressive	Convivial	Thanking

		saying "Thank you"			
T1/08.11.2018/ L1/M1/D49	L: *And for the next group please preparation and this group have do correctly perform.*	The situation happened when the lecturer request to the other group to prepare more and perform debate more than the first group in that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D50	L: *So the next group do you understand the role?* Ss: *Yes*	The situation happened when the lecturer asking to the other group they are known about the roles of the debate or not.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D51	L: *After mbak winda explain to you about the roles actually I ask you to study about the roles but you have study about preparation the material so you have study about the roles*	The situation happened when the lecturer disappointed with the students because they did not preparation their performance more.	Expressive	-	Disappointing
T1/08.11.2018/ L1/M1/D52	L: *So the next what should they do? Should be they stand up when they say something?* Ss: *Yess..*	The situation happened when the lecturer asking to other students what should the second group do during debate in that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D53	L: *What do you think if the moderator stand up? When the moderator say the content of the member when the group speak up?*	The situation happened when the lecturer asking for the audience if better the moderator stand up when they speak up during	Directive	Competitive	Asking

	S: *Yaaa*	debate that day.			
T1/08.11.2018/ L1/M1/D54	L: *Should now*, ***please a good preparation.*** Ss: (Preparation for their debate)	The situation happened when the lecturer request to the second group to act the debate more better than first group during debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D55	L: ***Oke udah siap?*** *Moderatornya satu saja nggak papa,*	The situation happened when the lecturer asking to the second group they are ready or not to begin the debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D56	L: ***Please the moderator stand up and act like a good moderator yah.***	The situation happened when the lecturer request to the second group as moderator to be act as a good moderator and stand up when they speak up during debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D57	L: ***Are you ready? The audience ready?***	The situation happened when the lecturer asking for the second group and the audience that they are ready or not to begin the	Directive	Competitive	Asking

		debate that day.			
T1/08.11.2018/ L1/M1/D58	L: *It's not easy right? Actually are sure with your say?* Ss: *Enggak*	The situation happened when the lecturer asking to the second group about their performance as they position during debate it is easy or not.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D59	L: *I know because you do not prepare your speech, right?* S: *Yes*	The situation happened when the lecturer disappointed with the students because the students did not preparation for the performance.	Expressive	-	Disappointing
T1/08.11.2108/ L1/M1/D60	L: *At list, please have prepared something the most important things ya.*	The situation happened when the lecturer request to the second group to prepare the most important thing to performance the debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D61	L: *for public speaking is 90 % of your activity is actually of your preparation, and 10% you perform. So what should pepare you have to good perform, prepare the material, like lectures you can see that*	The situation happened when the lecturer give information about debate performance, what should debate to do for the second group.	Representative	-	Explaining

T1/08.11.2018/ L1/M1/D62	L: *So please prepare!* *At least the point, what thing that have you to say.*	The situation happened when the lecturer request to the students to prepare everything to performance before debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D63	L: *Oke, please give your feeling or express your feeling or share your feeling to the audience.*	The situation happened when the lecturer request for the second group to share what they're feeling during debate that day.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D64	L: *You have a good feeling or bad feeling?*	The situation happened when the lecturer asking for the second group, they have a good feeling or bad feeling during debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D65	L: *Mas say something please!* S: *I think this debate makes me nervous.*	The situation happened when the lecturer order for a boy student from team affirmative to say something about his feeling during debate that day.	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D66	L: *So please, the next examination prepare it.*	The situation happened when the lecturer request for the student for the next examination to prepare it	Directive	Competitive	Requesting

		better than that day.			
T1/08.11.2018/ L1/M1/D67	L: ***Oke and then you? What's your feeling?*** S: *I think we have to explain this more.*	The situation happened when the lecturer asking for the other member from affirmative group what his feeling during debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D68	L: *Discussion? Yah* S: *Yah* L: *So you discuss first. What you have to say. I have to say something like this. What do you think?* ***So please make your friends give the opinion to your statement for example and you.*** S: *I think on my mind think about bahasa inggris.*	The situation happened when the lecturer request to the student to give opinion for their friends.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D69	L: *Think bahasa Indonesia ke inggris. Why you think in Indonesia, you can think in English.* ***So starting right now if you when say something, think everything in your mind about English. So just take a lot in English. So you can say in your mind. Just English in your***	The situation happened when the lecturer ordered for the students to think about everything in their mind about English so they can speak English easy.	Directive	Competitive	Ordering

	mind. Atau kamu juga bisa menggumam dalam bahasa inggris, latihan ya. I myself usually think a lot for example I have to do something today, so you think a lot about it in your mind with English.				
T1/08.11.2018/ L1/M1/D70	L: *And you as the moderator, I think you have to say something more than just reading the text*.	The situation happened when the lecturer suggest to moderator to say something not just reading the text during performance the debate as the moderator that day.	Directive	-	Suggestion
T1/08.11.2018/ L1/M1/D71	L: *Look at the audience, you as moderator, look at the audience.*	The situation happened when the lecturer order to the second group when they are speak up to look at the audience during debate that day.	Directive	Competitive	Ordering
T1/08.11.2018/ L1M1/D72	L: *Don't look down, and do not say sorry after your performer.*	The situation happened when the lecturer forbidding to the moderator as the second group to look at the audience did not look down, and don not say sorry for debate that day.	Directive	-	Forbidding

T1/08.11.2018/ L1/M1/D73	L: *We do not need you say sorry, but thank you yaah. Please say thank you to the audience, do not say sorry. Please say thank you! Jadi jangan ngomong sorry,*	The situation happened when the lecturer correcting to the audience after debate should say thank you did not say sorry.	Representative	-	Correcting
T1/08.11.2018/ L1/M1/D74	L: *Orang gak akan tahu kamu ngomong apa kalo kamu nggak ngomong, contoh sorry for my mistake, sorry for my bad performe, kan orang jadi mikir kamu gak persiapan makane jelek*	The situation happened when the lecturer explained to the students about their performance.	Representative	-	Explaining
T1/08.11.2018/ L1/M1/D75	L: *Yah, what do feel karo perkuliahan iki? kurang menyenangkan opo piye?* S: *Just silent*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D76	L: *Semangat ngunu hlo, semangat!*	The situation happened when the lecturer give suggestion to the students for spirit for to do debate that day.	Directive	-	Suggestion
T1/08.11.2018/ L1/M1/D77	L: *So what do you think?* S: *Nervous.*	The situation happened when the lecturer asking to another student about his feeling after doing debate that day.	Directive	Competitive	Asking

T1/08.11.2018/ L1/M1/D78	L**: *Why you nervous? You have prepare the text, so what? You just act for the action right? Iyakan?*** S: *Just silent.* L: *Kalo saya kan nggak tau malu ya,* Ss: *Laughing.*	The situation happened when the lecturer asking to the student why the feel nervous but actually they have to prepare it before debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D79	L: ***Please try to get practice at the act contain to the others person.***	The situation happened when the lecturer give suggestion to all of the students to get practice at the act contain to the other person.	Directive	Competitive	Requesting
T1/08.11.2018/ L1/M1/D80	L: ***Yak the most important thing when you say something for the native speaker, you have to take look at the eyes of them. It is mean that you do not look down them, it mean that you pay attention with they say, it's mean that you care yaa. If you look down when you say something, or when you listen something, what they say, it mean you don't care,are you ignore or are***	The situation happened when the lectuer give information about to do debate how the role how to act during dabate.	Representative	Collaborative	Informing

	you say you are nothing . So please say something and try to eye contact with a partner of this.				
T1/08.11.2018/ L1/M1/D81	L: *Yak nanti kalo pas ujian, persiapannya harus lebih ya*	The situation happened when the lecturer gives information to the all of the student next time when examination, they are have to prepare it more than that day.	Representative	Collaborative	Informing
T1/08.11.2018/ L1/M1/D82	L: *Okey the audience there is opinion, comment?* Ss: *Just silent* L: *No, your comment is no. Sek omong aku dewe, seng belajar speaking aku dewe,*	The situation happened when the lecturer asking forthe other students there is students who want give another comment for the second group for debate that day.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D83	L: *Say something mumpung ada kuliah speaking. Yak kamu* S: *I think based on our brain, they need a preparation.*	The situation happened when the lecturer order to other student to give comment for the second group performance debate that day	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D84	L: *Aku ngomong ngene bener po ra? What it atau how it?* Ss: *What it*	The situation happened when the lecturer asking to the all of the student about his question correct or not.	Directive	Competitive	Asking

T1/08.11.2018/L1/M1/D85	L: ***Okey for this day performer or for this day activity hanya ini saja ?*** Ss: *Yaaa.*	The situation happened when the lecturer asking to the all of the student about group that performance to day it is enough or not or again for debate that day.	Directive	Competitive	Asking
T1/08.11.2018/L1/M1/D86	L: *Gor iki tok?* ***Kok koyo kurang semangat ngunu***, ***sek semangat malah aku tok malah, heboh sendiri, saya heboh sendiri dari tadi ya*** Ss: *Iyaa*	The situation happened when the lecturer disappointed with situation in this class because they are not spirit.	Expressive	-	Disappointing
T1/08.11.2018/L1/M1/D87	L: *Mahasiswane diem aja,* ***yang harusnya heboh itu kalian, ora mung meneng wae***.	The situation happened when the lecturer give suggestion to all of the student to spirit for the lesson of speaking not just silent.	Directive	-	Suggesting
T1/08.11.2018/L1/M1/D88	L: *Mahasiswane diem aja, yang harusnya heboh itu kalian, ora mung meneng wae.* ***Oke for the next debate please have enough preparation especially the way you speak, how to speak, how to say. You need to get practice for thing that you have to say.*** Ss: *Yes sir*	The situation happened when the lecturer request to the all of the student have to prepare more for debate next.	Directive	Competitive	Requesting

	L: *Yak okey **please get better for the next debate you have to preparation***.				
T1/08.11.2018/ L1/M1/D89	L: *Yak okey please get better for the next debate you have to preparation. Udah ya. **Ada pertanyaan lagi, There is question?*** Ss: *Just silent.*	The situation happened when the lecturer asking to all of the students if there is question again or not for debate next week.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D90	L: ***Untuk aturannya dah jelas ya?*** Ss: *Yaaa*	The situation happened when the lecturer asking t the all of the student about the roles of debate for next week.	Directive	Competitive	Asking
T1/08.11.2018/ L1/M1/D91	L: ***The roles debate performing, this one is who will explain about who others contain of the members. They adjust member, this one is negative and this one is positive members***.	The situation happened when the lecturer give information to the all of the students about the roles of debate for next week.	Representative	Collaborative	Informing
T1/08.11.2018/ L1/M1/D92	L: *The roles debate performing, this one is who will explain about who others contain of the members. They adjust member, this one is*	The situation happened when the lecturer asking to the student about introduce member of group for debate next week.	Directive	Competitive	Asking

	negative and this one is positive members. **Perlu memperkenalkan namanya nggak?** Ss: *Perluu*				
T1/08.11.2018/L1/M1/D93	L: *Perlu yaa,* **jadi nanti bagi yang as the moderator, you have to confirm this one is as positive group, this one is as negative group. Yak besok diurutkan dari sana ya, jadi harus urut ya.** *Ini namanya apa sih? Ini kan namanya pengembang, ini powder, nah nek iki opo?* S: *Penyampai*	The situation happened when the lecturer request to the third group as moderator before debate start they have to introduce their members as their position for debate next week.	Directive	Competitive	Requesting
T1/08.11.2018/L1/M1/D94	L : *Iyo jenenge opo?* **Ahhh cari istilahnya apa sebagai itu, cari istilahnya jadi kalo kamu ngomong itu jelas,** *ini time managernya, yak namanya apa? wis dikandani neng slide laky o wis enek to yo gor gari moco tok, yak so please, please. Oh slidenya udah dikasih, udah jelas, kalo misalnya yo first speaker, tapi yang tegap gitu hlo, first speaker, second*	The situation happened when the lecturer order to the next group for debate next week to search about the name for the position member for debate.	Directive	Competitive	Ordering

	speaker, **kalo nggak nyambung seneni, duduknya itu hlo, ini moderator ini bagian yang memberi tugas,** *hla tim keeper sudah membantu tadi sebetulnya tapi tidak dipercaya.* S : *Kasihan*				
T1/08.11.2018/ L1/M1/D95	L: *Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak.* **Yak, don't forget to use your body language when you say something yak**, *tadi body languagenya masih kacau, nek omong ra karu karuan dadi body languagenya nggak jelas.* Body language is necessary to support what you say. Ss: *Yaaa*	The situation happened when the lecturer give warning for the student for don't forget to use body language for performance debate next week.	Directive	-	Reminding
T1/08.11.2018/ L1/M1/D96	L: *Kasihan. Yak jadinya ini kurang solid, bar ngomong rono rene rono rene, kan nggak. Yak, don't forget to use your body language when you say something yak,* **tadi body languagenya masih kacau, nek omong ra karu**	The situation happened when the lecturer stated to the second group that their body language is did not clear as their position for debate that day.	Representative	Collaborative	Stating

	karuan dadi body languagenya nggak jelas. Body language is necessary to support what you say. Ss: *Yaaa*				
T1/08.11.2018/ L1/M1/D97	L: *What you say ki hlo yaa, use your body language to support what you say. Bagi yang punya kacamata bisa dimainkan, atau memebenarkan kacamata itu apa? itu track the attention, kadang kukur itu juga bisa dipakai, hanya sedikit gerakan yang bisa membuat apa yang ingin anda katakan, itu sebelum dikatakan orang sudah melihat anda dulu itu hlo.* S: *Yaaa*	The situation happened when the lecturer order to the next group for performance debate to use their body language when they are performance debate next week.	Directive	Competitive	Ordering
T1/08.11.2018/ L1/M1/D98	L: *Itu berarti namanya language, expression when you say, expresinya semangat ya semangat, jangan flat, koyo robot wae. Yak gitu ya, pelajari semuanya itu. Penting!. Calon pak guru bu guru kok*	The situation happened when the lecturer order to all of the students for next week to more prepare better than that day and more spirit.	Directive	Competitive	Ordering

T1/08.11.2018/ L1/M1/D99	L: *Itu berarti namanya language, expression when you say, expresinya semangat ya semangat, jangan flat, koyo robot wae. Yak gitu ya, pelajari semuanya itu. Penting!. Calon pak guru bu guru kok. Okey I think it enough, and **please prepare everything for better performer** and **is there is any other question?*** Ss: *Nooo*	The situation happened when the lecturer request to all of the students especially for the third and fourth group for prepare everything for better performance debate next week.	Directive	Competitive	Requesting
T1/0811.2018/ L1/M1/D100	L: ***Wassalammualaikum wr.wb*** Ss*: Waalaikumsalam wr.wb.*	The situation happened when the lecturer closing for lesson that day.	Expressive	-	Greeting

Appendix 1.2 The Finding of Types of Illocutionary Acts and Illocutionary Function Used by The Lecturers on The Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Years 2018/2019.

Number of Datum	Data	Context	Classification of Illocutionary Act	Classification of Illocutionary Function	Mean
		Lecturer 2 and Meeting 1			
T2/09.11.2018/ L2/M1/D1	L:*Assalammualaikum wr.wb* Ss: *Waalaikumsalam wr.wb*	The situation happened when the lecturer opened the lesson that day with greeting by saying "Assalammualaikum wr.wb"	Expressive	-	Greeting
T2/09.11.2018/ L2/M1/D2	L: *Today we have a new guest mbak Rahma Ni'matul Husna.*	The situation happened when the lecturer give information to the students that there is a new researcher in this class	Representative	Collaborative	Informing
T2/09.11.2018/ L2/M1/D3	L: *Mbak rahma before you are going to your research, ready want to come forward?* R: *Yes*	The situation happened when the lecturer asking to the researcher ready want to come forward or not.	Directive	Competitive	Asking

T2/09.11.2018/ L2/M1/D4	L: *You are going to introduce you are self first*	The situation happened when the lecturer ordered the researcher to introduce her self first.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D5	L: *Mbak rahma ni'matul husna is going to research in this classes. that make sure that you want this class, to going to good class. to helping mbak rahma, pastikan kalian koordinasi dengan baik dengan mbak rahma. oke mbak rahma in the seventh semester students in English department and she just started her thesis today on with my class and yahh. The thesis will be an anlysis of illocutionary act used by leturers in teaching and learning process on the speaking class.*	The situation happened when the lecturer give information for the students that mbak rahma will conduct research in this class.	Representative	Collaborative	Informing
T2/09.11.2018/ L2/M1/D6	L:*Tau illocutuonary bagian apa?* Ss :*linguistic* L : *materinya apa?*	The situation happened when the lecturer asking for the student about illocutionary act.	Directive	Competitive	Asking

	Ss : *semantic pragmatic.*				
T2/09.11.2018/ L2/M1/D7	L: *I will give you time to introduce youre self and tell about wrong with her, what things bring her come in this class.*	The situation happened when the lecturer will give time for the researcher to introduce her self in the speaking class.	Commisive	-	Promise
T2/09.11.2018/ L2/M1/D8	L: *Sudah mudeng?*	The situation happened when the lecturer asking to the student.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D9	L : **Ada pertanyaan gak buat mbak rahma?** pokoknya kelas kita diteliti aja, kemaren ada 4 orang yak? sekarang 5, anak anaknya. **Is there any students would like give mbak rhama some question related her thesis?** S: Mbak menggunakan metode pelitian mbak itu pakai penelitian apa mbak?	The situation happened when the lecturer asking to the student there is students want to ask to mbak rahma or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D10	L: *Sini dulu mbak sini dulu*, *kan tamu harus*	The situation happened when the lecturer ordered	Directive	Competitive	Ordering

	dimuliakan.	to the researcher come forward in the class.			
T2/09.11.2018/ L2/M1/D11	L: *Sini dulu mbak sini dulu, kan tamu harus dimuliakan.* **Ada pertanyaan lagi nggak?** S: *Skripsinya nanti pakai bahasa inggris mbak?*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D12	L: *Oke mbak rahma going to conduct her research and please helping her.* **Nanti minta tolong bantuannya buat mbak rahma untuk menyelesaikan thesisnya dengan baik.** *Nanti kembali kekalian kok kalo nanti kalian tau bisa membantu kalian cepat lulus.*	The situation happened when the lecturer ordered to the students to help the researcher.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D13	L: **Silahkan mbak, cari spot yang nyaman.**	The situation happened when the lecturer ordered to the researcher for looking for save spot for research data in this class.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D14	L: **Today materials about to discuss the procedure about two. I am going to know about however you know about speaking and**	The situation happened when the lecturer give information about the material will be discuss that day.	Representative	Collaborative	Informing

	how use your language				
T2/09.11.2018/ L2/M2/D15	L: *Saya pengen mendengar kalian berbicara*.	The situation happened when the lecturer request to the all of the students for speak up in front of class with material that day.	Directive	Competitive	Requesting
T2/09.11.2018/ L2/M1/D16	L: *So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking* .	The situation happened when the lecturer states to the students about the material that day.	Representative	Collaborative	Stating
T2/09.11.2018/ L2/M1/D17	L: *So today this material (sambil menulis dipapan tulis) "Utopian Society." Today on we are going to the half next material in speaking and **make sure you are going to be able to speaking in front of many people with confident with this content gesture and your language it self**.	The situation happened when the lectuer order to the students for speak up in front of class with their style and their language.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D18	L: ***And today on the material is just one.***	The situation happened when the lecturer stated that the material that day	Representative	Collaborative	Stating

		just one.			
T2/09.11.2018/ L2/M1/D19	L: *I am going to know about you're speaking activities this is the material is utopian society*	The situation happened when the lecturer request to all of the student for speak up in front of class with the material of utopian society.	Directive	Competitive	Requesting
T2/09.11.2018/ L2/M1/D20	L: *So what about utopian society?* Ss: *Masyarakat utopia.* L: *Masyarakat Utopia. Utopia itu apa?* Ss: *Negara.*	The situation happened when the lecturer asking to the students about definition of utopian society.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D21	L: *Yak. Negara.* ***Do you ever think about something? Do you ever thinking about something that you never thinking before, that you're going to be a doctor?. Pernah berhayal jadi seoarang doctor?*** *Hayalan* ***Utopia society, masyarakat yang menghayal. Hayalan*** Ss: *Halu*	The situation happened when the lecturer asking to the students ever thinking something that they never thinking before or imagination something.	Directive	Competitive	Asking
T2/09.11.2018/	L: *Tapi halunya disini*	The situation happened	Representative	-	Explaining

L2/M1/D22	*nanti saya akan ada rambu-rambu supaya hayalannya tidak paripurna, jadi nanti kalian rambu-rambu buat disini.*	when the lecturer explained to the students about imagination that will be they made.			
T2/09.11.2018/ L2/M1/D23	L: *Tapi halunya disini nanti saya akan ada rambu-rambu supaya hayalannya tidak paripurna, jadi nanti kalian rambu-rambu buat disini.* **Utopian society, ones more I am going to know about you're speaking ability** *karna kemaren saya melihat divideo.*	The situation happened en the lecturer request to the student that her wants to know about their speaking ability.	Directive	Competitive	Requesting
T2/09.11.2018/ L2/M1/D24	L: ***Tapi halunya disini nanti saya akan ada rambu-rambu supaya hayalannya tidak paripurna, jadi nanti kalian rambu-rambu buat disini. Utopian society, ones more I am going to know about you're speaking ability karna kemaren saya***	The situation happened when the lecturer asking to the students about video that they submitted last week.	Directive	Competitive	Asking

	melihat divideo. ada yang udah melihat? (sambil menunjuk laptop) Ss: *Belum, yang terbaik belum dilihatin.*				
T2/09.11.2018/ L2/M1/D25	L: *Oke yaudah ini materi dulu,* ***is there is students may draw something to me?***	The situation happened when the lecturer request for some student would like to draw something in whiteboard for her.	Directive	Competitive	Requesting
T2/09.11.2018/ L2/M1/D26	L : *Oke yaudah ini materi dulu, is there is students may draw something to me?* ***Drawing something. come forward. Yang bisa gambar siapa? Come forward first.*** Ss: *affraa…*	The situation happened when the lecturer order to the student for draw something in whiteboard.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D27	L: ***Aura?*** Ss: *Afraa….*	The situation happened when the lecturer asking the name of the student who want to come in front of class to draw something in whiteboard.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D28	L: ***Come forward please! Gambar pulau bebas aja boleh!*** *Any kind of island. (Talking with student who*	The situation happened when the lecturer order to the student for draw some island in	Directive	Competitive	Ordering

	will drawing something the whiteboard)	whiteboard.			
T2/09.11.2018/ L2/M1/D29	L: ***When we have debate what things that you can take it from that? Debate kemaren apa yang kalian debate?*** Ss: *How to delivered strong argument.*	The situation happened when the lecturer asking to others students about debate last week what they can take from debate.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D30	L: ***Yak, how to delivered strong argument, bagaimana menyampaikan argument yang kuat, strong jadi kamu harus jadi strong dulu. What? Two? No matter what with you're write right or not, you're going to do strong argument, jadi argumentmu kuat atau tidak. Nah di strong argument ini nanti kamu harus bisa mempertahankan di yang namanya workshop***, *seminar**,** nanti kalo sudah seperti mbak rahma,*	The situation happened when the lecturer explaining about something that thay can take from debate last week.	Representative	-	Explaining

	research, in the seminar you have to make sure that you're lecturer will accepted with you're saying, **jadi lecturer kamu yang duduk disitu ada beberapa orang itu menerima apa yang kamu bicarakan.** *jarang banget guru yang seperti ini. gesture.*				
T2/09.11.2018/ L2/M1/D31	L: *Island (talk witk student who draw the picture in the whiteboard).* **Finish? That your own? Enough? What the name of the island?** S: *The lost island.*	The situation happened when the lecturer asking to the student about the name island that she made in whiteboard.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D32	L: *The lost island. Oke for the lost island by mbak afra, yahh masyarakat hayalan, kita mau buat masyarakat hayalan dari the lost island, akan nada rambu-rambu yang akan dibuat nantinya.* **Ini nanti akan jadi part, nice part, that you're going to delivered you are any part of seminar, workshop**	The situation happened when the lecturer informing to the students about that material will be they performer for seminar or workshop or presentation.	Representative	Collaborative	Informing

	or maybe presentation in front of you're friends, persentasi persentasi dikelas,				
T2/09.11.2018/ L2/M1/D33	**L: *Kalo seminar disini modelnya gimana? di iain? Seminar in big class or small class?*** R: *Dulu saya dikelas dan semua ikut jadi peserta ada yang jadi mc, moderator, speaker, and audience.* L: *Jadi semua ikut? Jadi ada yang Tanya dan menjawab, nanti bagaimana ketika sidang,*	The situation happened when the lecturer asking about seminar in iain should be like what.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D34	L: *Jadi semua ikut? Jadi ada yang Tanya dan menjawab, nanti bagaimana ketika siding, should be different, right? Almost of students they are going to read, mereka hanya baca disitu, padahal kalo thesis gak boleh ya? Only the point. Power point.* ***Pointnya ada dimana?***	The situation happened when the lecturer asking about the point from the power point.	Directive	Competitive	Asking

	Ss: *Point*				
T2/09.11.2018/ L2/M1/D35	L: *Point. The lost island. Yak in reading,* **you know extensive reading? sudah dapat extensive reading?** Ss: *Beluumm..*	The situation happened when the lecturer asking to the students about extensive reading.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D36	L: ***Yak ibarat orang extensive reading itu dia memikirkan tentang sesuatu yang dia sukai, you kalo like terhadap sesuatu pasti akan lebih maksimal. Contoh saya suka ngajar, saya lebih maksimal dingajar dari pada disuruh dagang, that it, saya gak punya bakat dagang. I am really good in teaching, but when someone ask me to sell something I do not have such ability. Yak makanya disini saya bentuk utopi hayalan. Jadi sekali lagi if you do something you really like it will be maximum, kalo kamu melakukan yang kamu sukai itu lebih maksimal.***	The situation happened when the lecturer explains bout extensive reading.	Representative	-	Explaining

T2/09.11.2018/ L2/M1/D37	L:*Mbak kamu maksimal nggak gambar tadi?* S: *Enggak* L: *Karna apa?* S: *Dadakan*	The situation happened when the lecturer asking to the student about his draw, she draw it maximal or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D38	L: *Yang nggak bisa gambar saya suruh gambar kedepan silahkan.* Ss: *Afifah..*	The situation happened when the lecturer order to the students to draw another picture in the whiteboard.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D39	L: *I am going to give you question, mbak kamu biasa gambar kayak gini gak?* S: *Enggak* L: *Enggak, keliatan.* *Kamu biasanya gambar apa?* Ss: *Mawar….*	The situation happened when the lecturer asking to the student she can draw like that or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D40	L: *Mawar.* *Draw something that you really like sesuatu yang kamu suka okey*,	The situation happened when the lecturer order to the student to draw roses that she like.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D41	L: *Mawar. Draw something that you really like sesuatu yang kamu suka okey, ini sesuatu yang belum kamu sukai yahh?* *sampai disini ngerti?*	The situation happened when the lecturer asking about the lecturer request to draw something that they are like.	Directive	Competitive	Asking

T2/09.11.2018/ L2/M1/D42	L: *Mawar. Draw something that you really like sesuatu yang kamu suka okey, ini sesuatu yang belum kamu sukai yahh?* **sampai disini ngerti?** *Kemudian kamu belum maksimal you can maximum in this one so you not must maximum in this. The lost island, nah the lost island ini kamu nanti* **saya akan minta kalian untuk membuat point point apa yang harus ada dipulaui ini.**	The situation happened when the lecturer request to the students to draw something and explain the point from that island.	Directive	Competitive	Requestin g
T2/09.11.2018/ L2/M1/D43	**L:Jadi utopian society itu masyarakat hayalan, masyarakat yang dibentuk menurut pemikiran kamu sendiri**	The situation happened when the lecturer explained about the definition of utopian society.	Representative	-	Explaining
T2/09.11.2018/ L2/M1/D44	L: *I am going to asking you to draw your own utopian society* **nanti kamu buat msyarakat hayalan kamu dalam sebuah gambar.** *You draw something sendiri sendiri.*	The situation happened when the lecturer order for the student to draw their utopian society.	Directive	Competitive	Ordering

| T2/09.11.2018/ L2/M1/D45 | L: *Gambar setelah itu kamu isi sendiri masyarakat seperti apa yang ingin kamu isi, kamu masukan dalam pulau itu. What kind of things you are going to make, kayak kamu mau isi apa dalam laptop kamu, saya gak mau laptop ini penuh dengan kerjaan mom, jadi laptop kamu khusus untuk jualan, laptop ini khusus untuk gambar, hp ini gak boleh ada si A, si B, si C, hanya si ini si ini lets say supaya specification things and you have too, kamu menspesifikan itu, nanti ada spefikasi, contoh namanya apa The lost Island, orang yang boleh tinggal disini orang yang seperti apa? What kinds of the person? That here have so many criteria, orang yang berhijab that are hijabers, umurnya bolehnya 17-30 tahun lebih* | The situation happened when the lecturer explained about something that they will draw, about point there are in the island that the will draw. | Representative | - | Explaining |

	dari itu gak boleh.				
T2/09.11.2018/ L2/M1/D46	L: *How many people? How many buildings? How much many do yave an island? Berapa banyak uang yag kamu punya?* Ss: *Sebanyak banyaknya..* L: *Tak terhingga yahh..listrik menurut kamu gimana? Gak bayar free, listriknya gratis, habis itu? airnya? sungai?* Ss: *Laut*	The situation happened when the lecturer asking how many thing there in the island.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D47	L: *Jadi nanti kamu bikin gambar bebas*	The situation happened when the lecturer order to the students to draw something free like their wants or like.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D48	L: *Ini pulaunya disini intan, disini diamond, disini gold, disini ada person, hanya ada beberapa orang disini dikelilingi intan, diamond, and gold I'am really like and I am to be princess, saya orang yang paling kaya ditempat itu,*	The situation happened when the lecturer explained about the utopian society.	Representative	-	Explaining

	luarannya pokonya intan, diamond berlian, gold, habis itu saya didalem, nah didalam situ dideskripsikan, berapa orang yang tinggal didalam situ, oh saya hanya 50 ribu orang saja dan saya sebgai princessnya, I am as princess,and all will be slave. You create the things that you really like too, kamu create sesuatu yang kamu sukai, yah..				
T2/09.11.2018/ L2/M1/D49	**L: *You got it?*** Ss: *Yaaa..*	The situation happened when the lecturer asking to the students about the students understands with his explaining or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D50	L: *Like example I didn't like to do take the research in linguistic in teaching but I like teach but I do not like to research in teaching maybe,* ***jadi you choose your own you can maximize you're potential***	The situation happened when the lecturer order to the students choose the topic which they like.	Directive	Competitive	Ordering

T2/09.11.2018/ L2/M1/D51	L: *Yah setuju, karna kamu pihak pro, setuju adanya rokok, tapi kamu gak setuju, but it is different create your own, sesuatu yang kamu suka, gambar sendiri, isi sendiri.* **I give you time to finish this one, 20 minutes, 20 menit**, **gambar sesuatu yang kamu sukai, isi yang kalian sukai, and then you're going to come forward and speaking in front of mbak rahma and mas reno.**	The situation happened when the lecturer order to the students to draw something that they like in 20 minutes.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D52	S: *Harus island?* L: **Islandnya bebas,**	The situation happened when the lecturer give information that island is free for the students	Representative	Collaborative	Informing
T2/09.11.2018/ L2/M1/D53	L: *Masyarakat hayalan kamu yang kamu buat island itu isisnya tentang apa? yang sesuai sama kamu.* S: *Ambigu?* L: **Bukan ambigu lebih yang nyata**.	The situation happened when the lecturer corrected about student's opinion.	Representative	-	Correcting
T2/09.11.2018/ L2/M1/D54	L: **Jadi masyarakat hayalan, hayalan saya**	The situation happened when the lecturer explain	Representative	-	Explaining

	disini hanya ada lima ribu orang dn disini saya punya intan, diamond, gold, terus dan lain sebagainya, ini pulau saya, no man working, gak ada orang yang bekerja, hanya ada makan, minum, tidur, dan semua awet muda. S: *Kayak disurga miss..*	about utopian society.			
T2/09.11.2018/ L2/M1/D55	L: *That's mine. It's belong to me.* **Jadi how you make your own. How many buildings in your island?** *Berapa banyak bangunan yang boleh ada di tempat kalian. Bangunannya ada satu bank uang bolehnya mom misal, oo banyak mom, disana itu airnya mengalirkan bukan air putih biasa mom, tapi air strawberry,air susu, or cherry, it's up to you. Karna disana pasar gak ada ya, semuanya online, gak ada semua yang jalan kaki, semua sekarang yang*	The situation happened when the lecturer explain about utopian society.	Representative	-	Explaining

	seperti dia arab ya,bisa terbang, flying motorcycle, how many person I this island, boleh ditempatkan didalma sini, and you make your own, you make drawn by yourself, bebas, hijabers island, yang boleh masuk hanya orang yang berhijab kalo cowok masuk ahrus pake hijab, surban, what the language use there, apakah bahasa inggris arab cina, what the building, langaugem and how many person libe there, what kind of the government, bentuk pemerinthannya apa? kerjaan? dipimpin sama siapa? point penting yak.				
T2/09.11.2018/ L2/M1/D56	L: *Name that island. Your own island, your own society., you make it your own*. I really wants there no ones only me and video games hanya ada saya dan vedo game dipulau itu, and *you have to say your reason*	The situation happened when the lecturer order to the student to make utopian society with their own and give the name for the island.	Directive	Competitive	Ordering

	why you name that it. Alasannya harus ada kenapa nama pulaunya jadi blum blum island.. S: *Belum buk..*				
T2/09.11.2018/ L2/M1/D57	L: *What the name of your island bebas free, broken heart island, pulau pulau untuk orang yang patah hati for example*	The situation happened when the lecturer give information about the free of island that they have to draw.	Representative	Collaborative	Informing
T2/09.11.2018/ L2/M1/D58	L: *what your name of island? Save the elephant*	The situating happened when the lecturer asking to the student about the island which they draw.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D59	L: *Jadi misalkan save the elephant disitu hanya ada kamu dan gajah yah lovely one live there. Everyone have goal. Setiap orang punya goal mereka. The jungle island tapi yang modern gak kayak tarzan, bajunya juga modern, how many person maybe there, how many building, what kinds of the government that you have, how much money you have, what*	The situation happened when the lecturer explain about the utopian society.	Representative	-	Explaining

	kinds of person that can live there, ada berapa banyak orang yang bisa tinggal disana.				
T2/09.11.2018/ L2/M1/D60	L: *You make it by your own. Try to drawing something. And make sure that you really like to chosee island. Pastikan kamu menyukainya, jangan gak suka kamu tulis. Pastikan kamu menyukainya. kalo kalian suka ,you ngomongnya lebih maksimal.*	The situation happened when the lecturer order to the students to draw the utopian society based on their own.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D61	L: *As you ever did before, seperti yang pernah kalian lakukan dimeeting 2 waktu ujian speaking disaya, kamu cari topic yang paling kamu suka, kamu cerita lebih banyak ngobrolnya*	The situation happened when the lecturer remind about the meeting last week.	Directive	-	Reminding
T2/09.11.2018/ L2/M1/D62	L: *Sekarang gambar kemudian you make it by your own. The Young Island, isinya cuma anak anak muda, orang tua gak boleh.*	The situation happened when the lecturer order to the students make the island based on their own.	Directive	Competitive	Ordering

	S: *Ini harus dikasih keterangan miss?*				
T2/09.11.2018/ L2/M1/D63	S: *Disini miss..* L: ***Boleh dikasih, nanti kamu jelasin for example, this is my name of island, this is what, why you really like this island, why you name this island***	The situation happened when the lecturer explain about role to make the island or utopian society.	Representative	-	Explaining
T2/09.11.2018/ L2/M1/D64	L: ***Kemaren meeting ke 2 saya suruh cerita tentang yang kamu sukai, kamu bisa lebih ceritanya.***	The situation happened when the lecturer remind the meeting last week.	Directive	-	Reminding
T2/09.11.2018/ L2/M1/D65	L: ***Letter the next meeting we are going to learn about workshop, seminar.***	The situation happened when the lecturer promise will be discuss about the material of workshop and seminar.	Commisive	-	Promise
T2/09.11.2018/ L2/M1/D66	L: ***You have finished? For first, can is started? I am not your grammar teacher. Yah you are going to be the first presenter.*** S: *Sekarang miss?*	The situation happened when the lecturer asking to the student finish or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D67	L: You have finished? For first, can is started? I am not your grammar teacher. **Yah you are going to be the first presenter.**	The situation happened when the lecturer ordered to the student to come forward as the first presenter.	Directive	Competitive	Ordering

	S: Sekarang miss? L: Yahh, first student				
T2/09.11.2018/ L2/M1/D68	L: *Yahh, first student.* **Mbak riska will perform about her utopian society and name that and explain it clear**	The situation happened when the lecturer give information in the class that mbak riska will be first explain her picture.	Representative	Collaborative	Informing
T2/09.11.2018/ L2/M1/D69	L: *Yahh, first student. Mbak riska will perform about her utopian society and name that and explain it clear.* **Come forward. Explain it clear to your friend. you may show to your friends about the island you have, and the content of those island, make sure that you really like to show to your friend about the content it. Show that.** S: *Okey friends hello,*	The situation happened when the lecturer order to mbak riska come forward to explain her island to her friends.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D70	S: *Jadi disini itu hanya ada kelaurga yang punya keinginan anaknya dijadikan tahfid disini boleh tinggal disini. Okey thankyou friends for your attention.* L: **Hadfid and hadfidzah**	The situation happened when the lecturer confirm statement from her student about the name of the student's island.	Representative	-	Confirming

	island				
T2/09.11.2018/ L2/M1/D71	L: *I want this.* **You have to choose this one**. *Is going to be yours. Just like you.*	The situation happened when the lecturer order to the student choosed the island that they like.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D72	L: *Okey* **Thank you.**	The situation happened when the lecturer gives appreciated to the student for coming in front of class by saying "Thank you"	Expressive	Convivial	Thanking
T2/09.11.2018/ L2/M1/D73	L: **Next, Have you done your reason? Oh my god you have done?**	The situation happened when the lecturer asking to the student have finish or not?	Directive	Competitive	Asking
T2/09.11.208/ L2/M1/D74	L: *Next, Have you done your reason? Oh my god you have done?* **May I know it? Give it to me.** S: *Yah this is miss.*	The situation happened when the lecturer asking to the student have finish or not.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D75	L: *Happy island (with read the task of the students).* **Oke come forward please show me about the happy island, and make sure that you really like this island to your friends will know**	The situation happened when the lecturer order to another student to come forward and explain their picture.	Directive	Competitive	Ordering

	exactly about what you want to share to that. Come forward, what's your name? Say your name, where you come from, and what kind of your island yak..				
T2/09.11.2018/ L2/M1/D76	L: *Are you happy? to performed that?* S: *Yahh..*	The situation happened when the lecturer asking to the student she is happy or not when she explain her island.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D77	L: *Yahh..because yours happy island. Barti sesuatu yang harus kamu lakukan harus happy. Itu exemplar your heart. Pencerminan dalam diri. Other? You got it?* ***I found you. You are going to the third!***	The situation happened when the lecturer order to another student to come forward.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D78	L: *Oke you the young island,* ***you can explain it us about this. Come forward mbak. Say your name, and show your friends mbak aisah.***	The situation happened when the lecturer order to the student to explain her island.	Directive	Competitive	Ordering

T2/09.11.2018/ L2/M1/D79	L: ***Yak orang yang suka bekerja banyak namanya apa?*** Ss: *Worka holic.* L: ***Yang suka shoping namanya?*** Ss: *Shopa holic.*	The situation happened when the lectuerer asking to the students.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D80	L: ***Agus come forward you are going to be the next.*** S: *Not yet*	The situation happened when the lecturer order to the student for come forward in front of class.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D81	L: ***Do you do not? You name that? Gambarnya sudah selesai?*** Ss: *Sudaahhh…*	The situation happened when the lecturer asking for the student.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D82	L: ***Really you have finished? Are you kidding me?*** *Yah you*	The situation happened when the lecturer asking for the student.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D83	L: *Really you have finished? Are you kidding me? Yah you,* ***You are the next, You are the third and you are going to the next one. Say your name, and what name of your island.***	The situation happened when the lecturer order to the student to come forward and showed their picture.	Directive	Competitive	Ordering

T2/09.11.2018/ L2/M1/D84	L: *Very good, very good*	The situation happened when the lecturer stated about the performance from the student because her picture is very good	Representative	Collaborative	Stating
T2/09.11.2018/ L2/M1/D85	L: *Next, siapa tadi?*	The situation happened when the lecturer asking for the students who next that will be come forward in front of class.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D86	L: *Can I see that? Say your name and show that. Explain to them not to me.* S: *Okey, my name is Ari sukarsono*	The situation happened when the lecturer order to the student to show his picture.	Directive	Competitive	Ordering
T2/09.11.2018/ L2/M1/D87	L: *Letters I have choose you!* S: *Hello my name jatio majiato, here I will explain abput my dream plan.*	The situation happened when the lecturer request to the student to come forward.	Directive	Competitive	Requesting
T2/09.11.2018/ L2/M1/D88	L: *Have you done? Pokok e what is mean pokok e?*	The situation happened when the lecturer asking to the student.	Directive	Competitive	Asking
T2/09.11.2018/ L2/M1/D89	L: **Okey thank you.**	The situation happened when the lecturer gives appreciate to the student by saying "thank you".	Expressive	Convivial	Thanking
T2/09.11.2018/ L2/M1/D90	L: *Yak ada masukan? Dunia dan akhirat itu*	The situation happened when the lecturer asking	Directive	Competitive	Asking

	bahasa inggrisnya apa? S: *Here after and live after*	to the student.			
T2/09.11.2018/ L2/M1/D91	L: ***Yak ada masukan? Dunia dan akhirat itu bahasa inggrisnya apa?*** S: *Here after and live after* L: ***Itu kepanjangan, today after live***.	The situation happened when the lecturer correcting from student's opinion.	Representative	-	Correcting
T2/09.11.2018/ L2/M1/D92	L: ***Great picture!.***	The situation happened when the lecturer stated the picture of the student.	Representative	Collaborative	Stating
T2/09.11.2018/ L2/M1/D93	L: *Okey gitu ya, alhamdulilahirobbilalamin,* ***wassalammualaikum wr.wb.*** Ss: *Waalaikumsalam wr.wb.*	The situation happened when the lecturer closing for the meeting that day.	Expressive	-	Greeting

Appendix 1.3 The Finding of Types of Illocutionary Acts and Illocutionary Function Used by The Lecturers on The Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Years 2018/2019.

Number of Datum	Data	Context	Classification of Illocutionary Act	Classification of Illocutionary Function	Mean
		Lecturer 1 and Meeting 2			
T3/15.11.2019/L1/M2/D1	L: *Assalammualaikum wr.wb* Ss: *Waalaikumsalam wr.wb* L: *Good morning everybody!* Ss: Good Morning sir	The situation was beginning of the lesson. The lecturer opened the lesson with greeting the students by saying "assalammualaikum and good morning"	Expressive	-	Greeting
T3/15.11.2019/L1/M2/D2	L: *Yak, today we have to performance right?* Ss: Yes L: *And for the first is ?* S: Aku sek maju og	The situation happened when the lecturer asking to the students who group that performance debate that day.	Directive	Competitive	Asking
T3/15.11.2019/L1/M2/D3	L: *Don't forget to the audience take notes and pay attention to the performance and comment, suggestion and please the*	The situation happened when the lecturer request to the audience to takes note and give comment or suggestion for the member	Directive	Competitive	Requesting

	question to the member of the group feeling probably yaa.	who performance debate that day.			
T3/15.11.2019/L1 /M2/D4	L: *Oke for the group please listen to the explanation from the manager of time because its very protocol manner that you conducted debate, give some role you have to pay.* **So its group have to finish explanation first ya, 123, 123**	The situation happened when the lecturer request to member of the group to pay attention to the time manager for the roles of debate that day.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D5	L: *And for the moderator please be active or dynamic ya in presenting the members of the group and don't forget to introduce the member of group and take note your name.*	The situation happened when the lecturer request to the moderator be act like moderator.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D6	L: *Ok now its time for the audiences to give comment, and suggestion and question. Please.*	The situation happened when the lecturer request to the member to give comment or suggestion or question for member who perform debate that day	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D7	L: *OK, oh ya the explanation from the time*	The situation happened when the lecturer order to	Directive	Competitive	Ordering

	manager first!	the time manager to give comment first to the member who perform debate that day.			
T3/15.11.2019/L1/M2/D8	L: *Explanation or comment or suggestion?* S: *Comment.*	The situation happened when the lecturer asking to the student.	Directive	Competitive	Asking
T3/15.11.2019/L1/M2/D9	L: *Okey good the correction from the time manager there are so many things doesn't include only the time location used by the members of the group and also the expression used by the members of the group. Good. Okey that good point for the time managers because she also pay attention the members performed*	The situation happened when the lecturer stated the comment from the time manager is good.	Representative	Collaborative	Stating
T3/15.11.2019/L1/M2/D10	L: *And for the audience please comment suggestion. Yak mbak what your name please!* S: *Isti*	The situation happened when the lecturer request to the audience to give comment or suggestion to the member for perform debate that day especially mbak isti.	Directive	Competitive	Requesting

T3/15.11.2019/L1 /M2/D11	S: *Ya saya Cuma mau itu ya* L: ***In English please! Because this english class.***	The situation happened when the lecturer request to the student to ask use English.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D12	S: *For explanation I was explain that ini itu merugikan bagi orang tua* L: ***In English please!***	The situation happened when the lecturer order to the student to ask use English	Directive	Competitive	Ordering
T3/15.11.2019/L1 /M2/D13	L: ***How you can change in the English because you have many idea?*** S: *Tadi udah sir kan explain pas pertama.*	The situation happened when the lecturer asking to the student.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D14	L: ***So the point is the parents and students?*** S: *Yes*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D15	L: ***Rugi itu apa sih bahasa inggrisnya?*** S: *Inflict*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D16	L: ***Lose. Ada yang nyari?*** S: *Suffer, lose out.* L: ***Lose?*** S: *Lose out*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D17	L: ***Okey, what do you think mbak? Mbak siapa tadi***	The situation happened when the lecturer asking to	Directive	Competitive	Asking

	lupa? S: *Mbak isti*	the student			
T3/15.11.2019/L1 /M2/D18	L: *So there is two points is the students and parents. School probably?* S: *Yes*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D19	L: *So what does week ness the school don't have benefit for this ?* S: *They have to improve and increase the facilities school.*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D20	L**:** *Oh they have to improve and increase for the lost of many?* S: *Yaa*	The situation happened when the lecturer asking to the student	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D21	L: **The blow of your expression is narrating things, not just like a what it is? Exposition manner yaa, this one and the reason is this one because this is debate usually argumentative speaking so you should provide the point That's it**	The situation happened when the lecturer explain about the expression as the member when doing debate	Representative	-	Explaining
T3/15.11.2019/L1 /M2/D22	L: *Good Question*	The situation happened when the lecturer states the	Representative	Collaborative	Stating

		student about his question is good.			
T3/15.11.2019/L1 /M2/D23	L: *It is mean that audience that know what you say, actually you said that, yak? So it is not the matter of the context but it is the matter of the way you express the context and the way the expression and probably your voice that is support your expression, probably you provide dynamic of your voice something like for the point you say be louder than be explanation probably "or the parent or for the school or for the children" that probably more audible and that beneficial for you to make the other group understand what you say and they can provide something that you say "I think it is not the point" for example*, *yak?* S: *Yes sir.*	The situation happened when the lecturer explained the way the express their argument when debate that day.	Representative	-	Explaining

T3/15.11.2019/L1 /M2/D24	L: **Okey other questioner or other comment please to make this experience of debating this exam**.	The situation happened when the lecturer request to the students to give comment so the class feel life.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D25	L: *Okey other questioner or other comment please to make this experience of debating this exam*. ***Biar agak berkembang gitu hlo tidak hanya nunu ngunu kui, dari kemaren gitu gitu aja, nggak yaa sudah ada perkembangan bagus yaa*** S: *Iyaa*	The situation happened when the lecturer give suggestion for this class to be more live when doing debate.	Directive	-	Suggesting
T3/15.11.2019/L1 /M2/D26	L: **For the first performance now it becomes more than yesterday, ok?** S: Ok	The situation happened when the lecturer asking to the students	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D27	L: *Mas mas bapak bapak would you like to say something?*	The situation happened when the lecturer request to the boy student to give comment for perform debate that day.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D28	L: *Yak the audience, what your note? At list you take only one notes it's ok.*	The situation happened when the lecturer asking to the audience.	Directive	Competitive	Asking

T3/15.11.2019/L1 /M2/D29	L: ***What do you mean? I mean what do you think this mistake come?*** S: *I think they mistake because they are nervous, maybe she do not know how to spelling.*	The situation happened when the lecturer asking to the audience.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D30	L: ***Who make this mistake?*** S: *Lali pak*	The situation happened when the lecturer asking to the audience.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D31	L: Yak lali yaa.. Yak oke your underline is the presenter produce their nervous. **Ok, so please reduce the nervous sometimes you will have mistake in pronunciating,** because you are nervous for example continue become contiuu.	The situation happened when the lecturer request to check their mistake of pronountiation.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D32	L: *oh ya focus ya not focyuus **actually mbak conclude yak not focyus but focus***	The situation happened when the lecturer correcting the pronoun of the students.	Representative	-	Correcting
T3/15.11.2019/L1 /M2/D33	L: *memang **biasanya kan kalo verb itu stressnya dibelakang tapi memang focus itu di voicenya ya jadi***	The situation happened when the lecturer explained to the student about how to spelling	Representative	-	Explaining

	depan ya, jadi itu ya yang buat kalian jadi focyuus, memang secara umum dari belakang, example examine kemudian focus, kemudian determine, itu kan didepan gitu jadi verb tapi sterssnya didepan, coba dicheck yaa.	focus.			
T3/15.11.2019/L1/M2/D34	L: **Yak oke, this group is get practice make range lifely, dynamicly, agak sedikit ber api api ya, kompor gasnya kena**	The situation happened when the lecturer stated that the third group can make life during debate that day.	Representative	Collaborative	Stating
T3/15.11.2019/L1/M2/D35	L: **Okey, thanks for the performance**	The situation happened when the lecturer give appreciate for the third group for their perform debate that day.	Expressive	Convivial	Thanking
T3/15.11.2019/L1/M2/D36	L: *Is there any question comment or suggestion? Yaa* S: *This is for the audience have to pay attention from the beginning until last season because if we just pay attention in some write it will make miss communication or get wrong information.*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking

T3/15.11.2019/L1/M2/D37	*L: Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complain yaa.* **Iya It is not complain from the audience but also complain become from the performance**	The situation happened when the lecturer confirm to the student about the complain from the performance.	Representative	-	Confirming
T3/15.11.2019/L1/M2/D38	L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance.* **You should pay attention everybody**.	The situation happened when the lecturer order to the audience to pay attention during debate that day.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D39	L: *Yak, ok, penjelasan also tidak terima I bahasa inggrisnya apa? Complent yaa. Iya It is not complain from the audience but also complain become from the performance. You should pay attention everybody.* **Do not say like that ya!** *If you perform well the audience automatically listen to your performance yah.* S: *Yah of course*	The situation happened when the lecturer give warning to the student for do not say like that.	Directive	Competitive	Forbidding

T3/15.11.2019/L1/M2/D40	L: *If you perform well the audience automatically listen to your performance yah.*	The situation happened when the lecturer give information for the student about their performe.	Representative	Collaborative	Informing
T3/15.11.2019/L1/M2/D41	L: Of course. **So please the performance do the best!** The audience just adjust, the commentator, **so please make your expression your discussion life yah**	The situation happened when the lecturer's request to the other groups to do the best when performance debate that day.	Directive	Competitive	Requesting
T3/15.11.2019/L1/M2/D42	L: *Please drag the audience attention and drag the other group or negative or affirmative group attention to your expression. Use your body language, gesture, voice, term, expression, probably ada space, silent atau jeda and then say something*.	The situation happened when the lecturer request to the student for pay attention and use gesture or body language for debate that day.	Directive	Competitive	Requesting
T3/15.11.2019/L1/M2/D43	L: *There are so many things you can use to make your expression lie and dynamic. Okey learns about voice, dynamic, tone, body language, gesture, volume of your word*.	The situation happened when the lecturer order to the student to learn about voice, dynamic, tone and body language for performing in the debate that day.	Directive	Competitive	Ordering

T3/15.11.2019/L1/M2/D44	L: *Ok good yak.*	The situation happened when the lecturer stated that the performer of the third group is good.	Representative	Collaborative	Stating
T3/15.11.2019/L1/M2/D45	L: *Enough.* **Oke please give applause**	The situation happened when the lecturer's request to the audience to give applause for the third group after perform debate that day.	Directive	Competitive	Requesting
T3/15.11.2019/L1/M2/D46	L: **So please manage your emotion when you speak up**. *Oke time is for the next group.* **Oh ya take notes please ya**. *Oke time is your now.*	The situation happened when the lecturer request for the next group to manage their emotion.	Directive	Competitive	Requesting
T3/15.11.2019/L1/M2/D47	L: **Oke thank you mbak indah for today.**	The situation happened when the lecturer give appreciated for the last group by saying "Thank you"	Expressive	Convivial	Thanking
T3/15.11.2019/L1/M2/D48	L: **Yak especially for all this debate member please attention for the pronountiation because your pronountiation it to be check.**	The situation happened when the lecturer request to the audience for check their pronoun when speak up.	Directive	Competitive	Requesting

T3/15.11.2019/L1 /M2/D49	L: *How to check? You can used some tools like you can use google translation something like that and some miss pronoun like honorably, highly, it is you can check only internet. Actually you get practice you copy paste this text into google translation and the you listen the correct pronountiation first before you performance so you are sure with the pronountiation.*	The situation happened when the lecturer give information about how to check their pronoun.	Representative	Collaborative	Informing
T3/15.11.2019/L1 /M2/D50	L: *Yak it's good,* but *pronountiaton please*	The situation happened when the lecturer stated good for the last group who perform debate that day.	Representative	Collaborative	Stating
T3/15.11.2019/L1 /M2/D51	L: *Yak it's good,* but *pronountiaton please,* *please check the pronountiation*	The situation happened when the lecturer request to the student for check their pronoun.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D52	L: *You can not have this experience life. So please watch video concerning*	The situation happened when the lecturer request to the students for looking	Directive	Competitive	Requesting

	debate competition on you tube and you can learn from the video about situation, thing concerning on debate, the best debate performance in you tube, and you can write some expect to them.	for or watching a video about debate, how their perform.			
T3/15.11.2019/L1/M2/D53	L: *Jadi make your self have good experience, this one is one experience actually.*	The situation happened when the lecturer ordered the students to make their self have a good experience.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D54	L: *Maka kalo belum punya pengalaman tanyanya sama google*. *Jadi search information from the internet and find the solution and try to find the experience from other people who have the some problem.*	The situation happened when the lecturer ordered to the student for search some information.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D55	L: *That's actually the homework for the next group because this one is good so the next more than this. The next ya should have more than this, are you sure the next group,*	The situation happened when the lecturer asking to the students who is member for perform debate next week.	Directive	Competitive	Asking

	yang group terakhir siapa?				
T3/15.11.2019/L1/M2/D56	L: *Ini yang the last? oh ya sudah barti saya yang salah.* **Oke good point for the last group.**	The situation happened when the lecturer stated that the last group is good performer.	Representative	Collaborative	Stating
T3/15.11.2019/L1/M2/D57	L: **Give applause for the last group.**	The situation happened when the lecturer ordered to the students for give applause for the last group.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D58	L: **Thank you mbak indah.**	The situation happened when the lecturer appreciate for the last group by saying "Thank you"	Expressive	Convivial	Thanking
T3/15.11.2019/L1/M2/D59	L: **Ngomong aja, tadi saya juga ngomong. Just speak up.**	The situation happened when the lecturer ordered to the students for speak up give a comment for the performer of the last group.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D60	L: **Ok, thank you for the performance.**	The situation happened when the lecturer gives appreciate for the last group by saying "Thank you".	Expressive	Convivial	Thanking
T3/15.11.2019/L1/M2/D61	L: *So maybe next week we have better,* **we have more meeting in next week or**	The situation happened when the lecturer asking for the students about his	Directive	Competitive	Asking

	other next week? Maish ada pertemuan nggak ?	schedule.			
T3/15.11.2019/L1 /M2/62	L: *Please prepare the video that you think it is good watch and then lets also watch the video recording by the researcher here.*	The situation happened when the lecturer request for the students to looking for some video and take the video from the researcher.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D63	L: *Do you understand with I mean? No?*	The situation happened when the lecturer asking to the student.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D64	L: *Please repeat it ones more!* S: *Nyari video yang bagus.*	The situation happened when the lecturer request for the student for repeat his said.	Directive	Competitive	Requesting
T3/15.11.2019/L1 /M2/D65	L: *What did I said ?* S: *Nonton video yang bagus.* L: *Yang bagus ditontn pie kui ? atau yang lucu lucuan?* S: *Yang bagus debatenya.*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D66	L: *Video about debate ya good debate good example of debate from the video. Masing masing mencari ya, everybody try searching the video.*	The situation happened when the lecturer ordered for the students for looking for a video.	Directive	Competitive	Ordering

T3/15.11.2019/L1 /M2/D67	L*: Jadi masing masing group menyiapkan video yang bagus banget, 2 yaa, masing masing group 2 ya, satu yang indo dan yang satu dari yang asli dari sononya.*	The situation happened when the lecturer ordered for the students for looking for a video.	Directive	Competitive	Ordering
T3/15.11.2019/L1 /M2/D68	L: *Kalo kita kan foreign language, bedanya apa sih, what different between foreign language and second language and motherthoung?*	The situation happened when the lecturer asking for the student.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D69	L: *Nah coba cari dari yang second language atau debate yang dari native. Ada ngak dari orang Australia asli bikin debate gitu?* Ss: *Just silent.* L: *Coba dicari.*	The situation happened when the lecturer ordered for the student for looking for information about the debate.	Directive	Competitive	Ordering
T3/15.11.2019/L1 /M2/D70	L: *Jangan lupa besok cari lcd yang baik dan benar jangan nomer 10 atau nomer 3. Jangan yang merk hitachi, pengalaman kalo hitachi mesti ngeblur,*	The situation happened when the lecturer warning to the student don't forget to take the LCD and don't take LCD with Mark Hitachi.	Directive	-	Warning

	kalo nggak blur nggak bisa konek.				
T3/15.11.2019/L1 /M2/D71	L: ***Jadi besok cari yang bagus!***	The situation happened when the lecturer ordered to the student for looking for a good LCD.	Directive	Competitive	Ordering
T3/15.11.2019/L1 /M2/D72	L: ***Waktunya habis?*** Ss: *Dah habis* L: ***Ada pertanyaan?*** Ss: *Nothing*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T3/15.11.2019/L1 /M2/D73	L: ***Oh ya, please very body log in, bikin akun edmodo ya.***	The situation happened when the lecturer ordered to the students for make account Edmodo.	Directive	Competitive	Ordering
T3/15.11.2019/L1 /M2/D74	L: ***Nanti saya share di group***, *kita nanti kumpulkan disana terutama yang mid semester.*	The situation happened when the lecturer promise will share the link of Edomod in the group.	Commisive	-	Promise
T3/15.11.2019/L1 /M2/D75	L: **Untuk yang latihan nanti filenya minta mbak rahma untuk masing masing group ya, kalo nanti filenya tinggi dikecilin ya**, pakai computer kan bisa, terus diupload.	The situation happened when the lecturer order to the student to take their video to the t researcher.	Directive	Competitive	Ordering

T3/15.11.2019/L1/M2/D76	L: ***Nanti di uplod dulu di you tube, lalu linknya di uplod ke edmodo. Dikasih foto ya, nanti kalo nggak dikasih foto jangan saya ngasih nilainya salah yang jelas fotonya.***	The situation happened when the lecturer ordered to the students for upload their video with their picture.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D77	L: ***Kalo bisa sebelum uas sudah dikumpulkan ya. Menurut kalian nanti ada ujian nggak?*** Ss: *Nggak usah* L: ***Hla anda rela ini jadi nilai?*** Ss: *Enggak papa*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T3/15.11.2019/L1/M2/D78	L: ***Atau gini aja untuk ujina terutama kan sifatnya individual pertanyaannya dari saya atau dari kalian?*** Ss: *Pak guru saja* L: ***Dari saya?*** Ss: *Yaa*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T3/15.11.2019/L1/M2/D79	L: *Ok, topiknya kemaren apa?* ***Tolong di wa yaa***. *Itu saja yang nanti buat ujian.* ***Nanti kemudian anda per***	The situation happened when the lecturer ordered to the students for contact him and also submit their	Directive	Competitive	Ordering

	orang itu mengungkapkan kembali melaksanakn tugasnya masing masing tapi lebih perfect ya Ss: *Ya*	project.			
T3/15.11.2019/L1/M2/D80	L: *For each performer reply, tapi menghadap kamera sendiri sendir yaa, dari hasil apa yang review kemaren itu harus lebih baik.*	The situation happened when the lecturer ordered to the students for their performer.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D81	L: *Jangan baca!*	The situation happened when the lecturer warning to the students for do not read when they make video.	Directive	-	Warning
T3/15.11.2019/L1/M2/D82	L: *Gunakan your voice, bosy language, gesture, and everything that you can do to make your performance better or it is the bets performance that you can do it.*	The situation happened when the lecturer orders to the students.	Directive	Competitive	Ordering
T3/15.11.2019/L1/M2/D83	L: *Yak thank you for your attention.*	The situation happened when the lecturer say thankful for that day.	Expressive	Convivial	Thanking
T3/15.11.2019/L1/M2/D84	L: *Yak thank you for your attention and wassalamualaikum wr.wb.*	The situation happened when the lecturer closing the class that day.	Expressive	-	Greeting

Appendix 1.4 The Finding of Types of Illocutionary Acts and Illocutionary Function Used by The Lecturers on The Teaching and Learning Process on The Speaking Class of The Third Semester in English Education Department of IAIN Surakarta in Academic Years 2018/2019.

Number of Datum	Data	Context	Classification of Illocutionary Act	Classification of Illocutionary Function	Mean
Lecturer 2 and Meeting 2					
T4/16.11.2018/L2 /M2/D1	L:*Assalammualaikum wr.wb* Ss: *Waalaikumsalam wr.wb*	The situation happened when the lecturer opening her class that day by saying "Asslammualaikum wr.wb"	Expressive	-	Greeting
T4/16.11.2018/L2 /M2/D2	L: *Ok, thankyou for coming today*	The situation happened when the lecturer thanking for the student for their attend.	Expressive	Convivial	Thanking
T4/16.11.2018/L2 /M2/D3	L: *Is there any students like to present their paper in front of this class?*	The situation happened when the lecturer asking to the student for presentation their project last week.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D4	L: *I have point to the students who present it.*	The situation happened when the lecturer	Commisive	-	Promise

		promise will give the point for the student who presentation their project.			
T4/16.11.2018/L2/M2/D5	L: *Jadi minggu lalu saya menunjuk beberapa students mom gambar saya belum selesai dan pasti sekarang sudah selesai.*	The situation happened when the lecturer remind their project for presentation in this week.	Directive	-	Reminding
T4/16.11.2018/L2/M2/D6	L: *Ada beberapa student yang belum mempunyai point. Ini point hlo titik tik disini* jangan tambahin buletan sendiri	The situation happened when the lecturer give information to the student that there is student did not have point so far.	Representative	Collaborative	Informing
T4/16.11.2018/L2/M2/D7	L: *Nah minggu kemaren yang maju mbak siapa saja?*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D8	L: *You are not. I remember your face. Mbak siapa namanya?* S: *Afifah miss*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D9	L: *And then? Ada cowo kemaren yang saya tunjuk?* S: *Aji 083* L: *Then?*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking

	S: *75 miss*				
T4/16.11.2018/L2 /M2/D10	L: ***Ada lagi yang belum? Ada yang belum?*** *Now I give you time to present some students they may come forward and speak about their picture. I am going to find you.* ***Atau gambarnya masih belum selesai?*** S: *Ketinggalan miss.* L: ***Kalo dompetnya ketinggalan nggak? Motorcycle?*** Ss: *Enggak miss.*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D11	L: *Mbak tita* S: *I am miss,* L: ***Yak you, please going to be***.	The situation happened when the lecturer request to mbak tita for come forward for presentation her picture.	Directive	Competitive	Requestin g
T4/16.11.2018/L2 /M2/D12	L: ***Mbak fitria? Where are you?*** S: *Here miss.*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D13	L: *Mbak fitria? Where are you?* S: *Here miss.* L: ***You are number two.***	The situation happened when the lecturer ordered to mbak fitria for come forward for presentation	Directive	Competitive	Ordering

		her picture.			
T4/16.11.2018/L2/M2/D14	L: *Mbak fiki? Where are you mbak fiki?* S: *I am miss*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D15	L: *Mbak fiki? Where are you mbak fiki?* S: *I am miss* L: **You are going to present it. No matter what, you are going to present it. Kamu harus present it.**	The situation happened when the lecturer ordered to mbak fiki for come forward for presentation her picture.	Directive	Competitive	Ordering
T4/16.11.2018/L2/M2/D16	L: **Present it oven there, oven there. Say your name, and you are going present it to your friend.**	The situation happened when the lecturer ordered to the student for come forward for presentation her picture in front of her friends.	Directive	Competitive	Ordering
T4/16.11.2018/L2/M2/D17	L: **Only 4 people?** S: *Yes* L: **As you wish?** S: *Kayak cuma buat terapi gitu hlo miss*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D18	L: **Next student? Mbak what's your name?** S: Fitri	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking

T4/16.11.2018/L2/M2/D19	L: *For the next student? Mbak?* S: *Fiki* L: *Mbak fiki*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D20	L: *Then for the next students? Sampun? Sudah?* S: *Sudah*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D21	L: *Ada? Is there any student like come forward again? It's ok for you. I am really very welcome for you.* S: *Iam miss*	The situation happened when the lecturer asking to the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D22	L: *Yes you are going to performance, yes please.* S: *Ok, I want to show you my picture this is The Lopan island nature island….*	The situation happened when the lecturer request to the student for come forward and present their picture.	Directive	Competitive	Requesting
T4/16.11.2018/L2/M2/D23	L: *Ya robani island. Ada lagi? Another students to performance?* S: *Hello everybody*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D24	L: *What your name of your dream island?* S: *My quiet island.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2	L: *Ada lagi yang maju?*	The situation happened	Directive	Competitive	Asking

/M2/D25	S: *Saya miss*	when the lecturer asking for the students.			
T4/16.11.2018/L2/M2/D26	L: *Ada lagi yang maju?* **Boleh nanti saya centang disini** S: *Saya bu*	The situation happened when the lecturer promise will be give point for the student.	Commisive	Competitive	Promise
T4/16.11.2018/L2/M2/D27	S: *Saya bu* L: **Yes, come forward**	The situation happened when the lecturer ordered to the student for come forward in front of class.	Directive	Competitive	Ordering
T4/16.11.2018/L2/M2/D28	L: **Is there is any student like to performance?** *Please come welcome.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D29	L: **Only beautiful and handsome man?** S: *Ya*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D30	L: *Jadi bagi yang tidak cantik dan ganteng gak boleh masuk.* **Ya ada lagi? There is any students like to performance?** S: *I am miss*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D31	L: **For another? There is any student to come forward? You finished?**	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D32	L: *For another? There is any student to come forward? You finished?*	The situation happened when the lecturer ordered to the student to try for	Directive	Competitive	Ordering

	Try! S: *Assalammualaikum wr.wb.* Ss: *Waalaikumsalam wr.wb*	presentation in front of the class.			
T4/16.11.2018/L2/M2/D33	L: ***What's name that? What the name?*** S*: I give name The cliff of prosperity.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D34	L: ***Yak ada lagi?*** S: *Yesica*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D35	L: **Enough?** S: Yes Ss: Yeee (Give applause)	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D36	L: ***Why something close your face by the paper?*** S: *Nggak pede miss.* L: ***You nervous with me or with them or whit she or with it?*** S: *Aa belum bisa biasa gitu hlo miss*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D37	L: **Next? Come on.** S: Here I want to tell about my dream island.	The situation happened when the lecturer order for the next student for come forward for presentation their picture.	Directive	Competitive	Ordering

T4/16.11.2018/L2/M2/D38	L: **Strawberry?** S: *Yes* L: ***Only strawberry garden? Only that? No another fish or plant?*** S: *No. So it will have cool weather and we will not fell hot and we don't need fan or air conditioner.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D39	L: ***What the name island?*** Ss: *Happiest Island* L: *Only strawberry garden,* ***K pop barti hanya ada yang cantik cantik dan ganteng ya?*** S: *Yang suka korea*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D40	L: ***Another student like to performance? No?***	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D41	L: *Another student like to performance? No?* ***You didn't get the point if you didn't come forward present the context.***	The situation happened when the lecturer give threat for the student if the student did not come forward they did not have point.	Commisive	-	Threat
T4/16.11.2018/L2/M2/D42	S: *Saya miss* L: ***Yes thank you****. You*	The situation happened when the lecturer give	Expressive	Convivial	Thanking

	are going to be the next.	appreciate for the student who want to come forward in the class.			
T4/16.11.2018/L2 /M2/D43	L: ***What the name of the island?*** S: *The name is my private island.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D44	L: ***Come forward.*** S: *Assalammualaikum wr.wb.*	The situation happened when the lecturer ordered to the student for come forward.	Directive	Competitive	Ordering
T4/16.11.2018/L2 /M2/D45	L: ***You describe something is view about you right?*** S: *Yes*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D46	L: ***Now please try to come forward and explain something.*** *My romantic husband with my husband will be.*	The situation happened when the lecturer request to the student for come forward.	Directive	Competitive	Requesting
T4/16.11.2018/L2 /M2/D47	L: ***So I can't live there?*** S: *Ibu kan belum tua jadi boleh masuk kan yang gak masuk kan yang tua sama yang kecil.* L: ***Ok, all of vegetarian?*** S: *Enggak vegetarian*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking

	tapi disana itu hanya ada buah dan sayuran jadi gak perlu beli yang gak ada disana				
T4/16.11.2018/L2 /M2/D48	L: ***Ok, thank you,*** *for another?* S: *Ok, I will tell you about my dream island*	The situation happened when the lecturer gives appreciate for the students after come forward.	Expressive	Convivial	Thanking
T4/16.11.2018/L2 /M2/D49	L: ***Yah another students maybe?*** S: *I am miss* L: *You ok,* ***what's your name?*** S: *Nadya.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D50	L: ***Thank you.***	The situation happened when the lecturer gives appreciate for the students after come forward.	Expressive	Convivial	Thanking
T4/16.11.2018/L2 /M2/D51	L: *Ok, Wili wonka factory, a lot of chocolate, candy, music.* ***For another students like for present maybe?*** S: *I am miss.* L: *Monggo.* ***What's your name?*** S: *Oktavia.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking

T4/16.11.2018/L2/M2/D52	L: *I think enough, terima kasih doing this thing.* ***What do you do actually? Kalian belum selesai kok sudah begini?*** Ss: *shy*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D53	L: *Shy what. Nanti kita lihat video kalian.* ***Ada yang mau maju lagi? Enough?*** Ss: *Enough*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D54	L: *Today we are going to try about this one even active in presentation how we express or how be like present something, related to the perform as student maybe you have see your friend present something and then there is some people belum selesai sudah ditutup mulutnya.* ***But in the formal situation you can not doing such thing***.	The situation happened when the lecturer give warning for the student about how to express their project in front of class.	Directive	-	Warning

T4/16.11.2018/L2/M2/D55	L: **Yah answer this question! How do you feel about talking? what do you feel when you are going to talking about something in front of this class?** S: *Nervous* S: *Tremor*	The situation happened when the lecturer ordered to the students for answer her question.	Directive	Competitive	Ordering
T4/16.11.2018/L2/M2/D56	L: *First the video made you say something and you explained something related to your interested now you're talking about something that you really like but in informal,* **so what do you feel about talking?** S: *Nervous* S: *Tremor*	The situation happened when the lecturer asking to the student about her feeling when the student speak up in front of class.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D57	L: *Tremor? tremor itu biasanya..* S: *Termos* L: **Beda termos and tremor.**	The situation happened when the lecturer corrected student's opinion.	Representative	-	Correcting
T4/16.11.2018/L2/M2/D58	L: **Termos is like a place in you are going to keep hot water it's called by termos. Tremor is when**	The situation happened when the lecturer explained the different between tremor and	Representative	-	Explaining

	you are going to a cross higher or some building. Kalo termor kan kamu jalan di building yang tinggi, takut ketinggian, dredgeg	termos.			
T4/16.11.2018/L2 /M2/D59	L: *Not afraid yah, jadi kalian live free,* **nanti saya tunjukan beberapa video yang bisa kalian lihat ada beberapa yang you must see the videos.**	The situation happened when the lecturer promise will be show their vdeo.	Commisive	-	Promise
T4/16.11.2018/L2 /M2/D60	L: **Do you remember the speech from Barack Obama?** Ss: *Yaa*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D61	L: **Jadi kalo mau persentasi you may mix it in bahasa Indonesia to simplifier to the example simplifier word it is ok so far. You will or ready have the experience and skill that will help you to give a good presentation**.	The situation happened when the lecturer give suggestion for the students how to speak English well	Directive	-	Suggestio n

T4/16.11.2018/L2 /M2/D62	L: *So dikelas ini yang paling kuat speakingnya siapa? In your own opinion?*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D63	L: *Kalo kekurangan kalian displacing menurut kalian sender based on your own spa? What your weakness in speaking?* Ss: *Vocab* L: *Vocabulary, then?* Ss: *Grammar, pronoun* L: *Pronoun and then?* S: *Kalau mau ngomong nervous.*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D64	L: *We really need something like grammatically correct when we are going to say something right?* Ss: *Yes*	The situation happened when the lecturer asking to the students	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D65	L: *Soalnya divideo kalian bagus hlo, nanti tak liatin*	The situation happened when the lecturer promise to the students	Commisive	-	Promise

		will be show the students' video			
T4/16.11.2018/L2 /M2/D66	L: ***Lihat audience gini gerogi nggak?*** Ss: *Gerogi*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D67	L: *Jadi how to build the vocabulary actually. Is there any student know? You can share it to me?* ***Share to your friend today***. S: *Susah*	The situation happened when the lecturer ordered to the students for shared the information how to build the vocab.	Directive	Competitive	Ordering
T4/16.11.2018/L2 /M2/D68	L: ***Ketika speaking itu ya speaking dulu, anak kecil kalo kalian ajarin nulis dulu ngomongnya gak jadi jadi, bahkan anak kecil umur 0 tahun bisanya nangis habis nangis mama namely babbling speech gak ada nulis mama. Spoken dulu, grammar itu nanti setelah kesekian. Di English ada istilah***	The situation happened when the lecturer explained how to speak with easy.	Representative	-	Explaining

	goblish, goblish itu saya paham kamu paham, you eat, you are going to eat. Respond good things.				
T4/16.11.2018/L2/M2/D69	L: *So I am going to give you some question, what thing inside in you body?* S: *Book* S: *Pensil*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2/M2/D70	L: *Ada kok, **barti kalian itu generasi yang biasa atau automatically looking materi by your own, nah you are indicated as automatic learners,** so what they do as automatic learner? **Automatic learners itu mencari informasi sendiri,** coba saya tanya waktu presentasi introduction to linguistic materinya cari dari buku*	The situation happened when the lecturer give information to the students	Representative	Collaborative	Informing

	apa dari internet?				
T4/16.11.2018/L2 /M2/D71	L: ***Itu namanya automatic learners**, kalian cari materi sendiri how you present nicely itu juga cari sendiri.*	The situation happened when the lecturer give information that looking for about something by self it is called.	Representative	Collaborative	Informing
T4/16.11.2018/L2 /M2/D72	L: *Sport shoes, **try to looking for something like vocabulary di deket kamu, jangan yang jauh jauh dulu,** yang ada didalam tas kamu*	The situation happened when the lecturer ordered to the students to looking for something near their.	Directive	Competitive	Ordering
T4/16.11.2018/L2 /M2/D73	L: ***What such thing that you found in the way, yang kamu temukan di jalan apa?*** Ss: *Bus, traffic jam, train, bicycle, school, buildings, hospital, police*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking
T4/16.11.2018/L2 /M2/D74	L: *Setelah dapat satu materi di spesifikasi kalo pas vocab contoh di bus,*	The situation happened when the lecturer asking for the students.	Directive	Competitive	Asking

	di bus itu di dalamnya ada apa? S: *Chair, driver,passenger.*				
T4/16.11.2018/L2 /M2/D75	L: *Saya sarankan sekali lagi jangan yang tinggi jangan yang muluk muluk, disekitar kalian dulu, contoh dikamar kalian dulu,*	The situation happened when the lecturer give suggestion for the student.	Directive	-	Suggestio n
T4/16.11.2018/L2 /M2/D76	L: *Yah jadi dimulai dari yang kecil kecil. See you next week assalamualaikum wr.wb* Ss: *Waalaikumsalamwr.wb.*	The situation happened when the lecturer clossing her class that day by saying "Asslammualaikum wr.wb"	Expressive	-	Greeting