

**AN ANALYSIS OF YULE'S FELICITY CONDITION IN TEACHING AND
LEARNING PROCESS TOWARDS SPEAKING CLASS OF THE THIRD
SEMESTER IN ENGLISH LANGUAGE EDUCATION OF IAIN SURAKARTA**

THESIS

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



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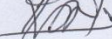
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DEDICATION

I dedicate this thesis to the people who I love yesterday, now and tomorrow ever after. They always give me spirit, motivation, inspiration, and support to the whole of my life:

1. My beloved parents (H.Arifin and Hj. Marwiyah)
2. Yamto Dihadjoe Iman's family
3. My best friends (Anggi Bagas Ferdiansyah,S.Pd , Dyah Nur Cahyani, Sherli Mutiara, Bambang Sutejo)
4. My Friends in Genius (Class G PBI 2014)
5. My Almamater IAIN Surakarta.

MOTTO

“So be patient. Indeed, the promise of Allah is truth”

(Q.S Ar-Rum:60)

“The best revenge is to make yourself better”

(Ali Bin Abi Thalib)

*“Develop an ‘attitude of graduate’. Say thank you to everyone you meet for everything
they do for you”*

(Brian Tracy)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “*An Analysis of Yule’s Felicity Condition in Teaching and Learning Process Towards Speaking Class of the Third Semester in English Language Education of IAIN Surakarta*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled “*An Analysis of Yule’s Felicity Condition in Teaching and Learning Process Towards Speaking Class of the Third Semester in English Language Education of IAIN Surakarta*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. H. Mudofir, S.Ag, M.Pd, as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum, as the Dean of Islamic Education Language Faculty of the State Islamic Institute of Surakarta.
3. Dr. ImroatusSolikhah, M.Pd, as the Head of the English Language Education of the State Islamic Institute of Surakarta.
4. Dr.H. Sujito, M.Pd, as the advisor who has given the researcher time to guide on finishing the work. Thanks for the guidance, precious advices, corrections, suggestions, and motivations for the researcher.
5. All of the great Lecturers in English Language Education of IAIN Surakarta for giving knowledge and spirit.
6. The researcher’s belovedparents and family for the unlimited love, pray, support, help, and everything that they give to the researcher.

7. All friends in IAIN Surakarta, particularly Genius class of 2014.
8. The researcher's best friends (Anggi Bagas Ferdiansyah, Dyah Nur Cahyani, Sherli Mutiara, Bambang Sutejo).
9. Everybody who cannot be mentioned here one by one.

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, March 5th2019

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ABSTRACT

Nurul Aminah. 2019. An Analysis of Yule's Felicity Condition in Teaching and Learning Process Towards Speaking Class of the Third Semester in English Language Education of IAIN Surakarta. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor: Dr. H. Sujito, M. Pd.

Key words: Pragmatic, Felicity condition, Teaching and Learning Process

The purpose of this research are to identify and to know the dominant types of Felicity condition in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta of the basis of Yule's theory.

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

The research findings show that there were five kinds of felicity condition they were general condition, propotional content condition, preparatory condition, sincerity condition, and essential condition. The result of the study shows that there are 56 felicity conditions occurred in the speaking class of the third semester in English Language Education of IAIN Surakarta. Essential condition was mostly dominant used by lecturer and students in teaching learning process.

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CHAPTER 1

INRODUCTION

In this chapter, the researcher will present the discussion on the background of study, identification of the problem, limitation of the problem, statements of problem, objectives of study, benefits of the study, and definition of key terms.

A. Background of the Study

Communication is a process of transferring information, messages, and a conversation by one person to another. so the information or message comes with the intention of someone who conveys information. In an act of communication there is usually at least one speaker or sender, a communication message which is transmitted, and a person or persons for whom this message is intended (the receiver) (Richard and Schmidh, 2010:97). Communication is actually a process to explain, say, say what you want delivered between those who convey or explain to those who listen. The most importance to communication and interaction with many people is language.

Language is the process of communicating a message between at least two speaking subject, one of them is the addresser or sender, the other, the addressee or receiver. Kristeva, (1989: 7) Language is important to communication and show the feeling, and to provide information. Language allows us to know what the speaker hope, Language is a key to human life, and we can interact with each other by using language. Language can be used in a group.

Language used for many purposes. Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances (Richard and Schmidh, 2010:311). Language can be express our feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, say hello and goodbye. Language is important to communicate in teaching process, a good communicate will be help us in the teaching learning process. Teacher as the speaker will be easy to explain the material to the students as listener. Communicate properly is one of the main points in a process of learning to achieve better learning outcomes. Teacher will produce some utterance in order to convey the material to the students through their speech and the students have to know the context when the utterances convey the material.

According to Yule (1996:4) Pragmatic is the study of the relationship between the linguistic form and the user of that form. It means that the relationship from some utterance to know the form and to know the aims of those utterance. Pragmatic is also to know the meanings, aims or goals, and kind of the actions of people"s utterances. Mey (1993: 42) states that pragmatics is the study about the use of the language, which is determined by social context. Context is an important thing in pragmatics study. Context is background knowledge assumes to be shared by speaker and hearer and which contributes to hearer"s interpretation of what speaker means by a given utterance. Beside context, there are other aspects of speech; those are hearer and speaker, purpose of speech, etc.

Speech acts as the basic units of language are central to effective communication since they allow people to perform a wide range of functions such as apologizing, thanking, commanding, requesting, and the like. Such phenomenon of speech acts happens everywhere, not to mention in the classroom setting. It is evident that the teaching and learning process involves a lot of interactions where teacher and students produce a number of utterances especially during language class. This particular language used in classroom setting is widely known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Cullen in Rachmawati (2016: 2) emphasizes that the language used by the lecturer (speech acts) is particularly important since it will support and enhance learning. The use of appropriate speech acts will lead to successful teaching and learning process and vice versa.

In speech acts theory, the rules of speech acts basically called felicity condition. Therefore, the researcher takes felicity condition in her study. Felicity condition is certain expected or appropriate circumstances, for the performance of a speech act to be recognized as intended. We can find any kinds of felicity conditions in any conversation, in informal or even formal context. In this research, the researcher tries to find felicity conditions that are contained in a classroom especially in teaching speaking at the Third Semester students of IAIN Surakarta in English Language Education. There will be a lot of conversation and context occurred in a teaching speaking.

Brown (2006:8) explains teaching is guiding and facilitating learning, enabling the learner to learn setting the condition for learning. Teaching means

showing or helping someone to learn how to do something. Providing with knowledge, causing to know or understand, while Nunan (2003:48) stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. So, the researcher concludes that teaching speaking is the process of guiding and facilitating and moreover helping the learners to get productivity in oral skill.

As a human being and social being it is a must to communicate as the part of interaction with the others. There must be a context of condition in every conversation. Yet, not every conversation is well-organized. Sometimes there must be a misfire of communication occurred either informal or informal conversation. Moreover, in everyday conversation, we cannot avoid the misfire of communication happened because every person have their own way to conveys their thought. College students, in their youth, they do the misfire more on conversation with their friends or a teacher because of their emotion is still unstable. Furthermore, it is not a bad idea to analyze the types of felicity condition in the classroom especially in teaching speaking. Therefore, felicity condition is important to practice it later so they could understand how to make a conversation in appropriate ways.

Analyzing felicity condition later can be found in the classroom both in the interaction between lecturer and student or in the English material. The analyze of felicity condition in interaction between the teacher and students is about the context, the appropriate ways to speak and have conversation in any conditions. Felicity condition can also be analyze in teaching speaking. More specific is teaching speaking dealing with how to express requesting/asking,

blaming, accusing, admitting, apologizing, promising, and commanding. The expression such as are deal with felicity condition which can use to teach the student of how to express those expression in appropriate way.

According to Yule (2003:50) felicity condition divides the types of condition into five classes, namely; general conditions, content conditions, preparatory conditions, sincerity conditions, essential conditions. By doing pre-research at the Third Semester students of IAIN Surakarta in English Education Education especially in speaking class, the researcher was found several conditions when the lecturer and students performed felicity condition. One of the examples of felicity condition can be seen in the following example:

L: Ok students , open your book now!

S: Ya, sir.

The situation showed that the lecturer said to the students to open the book to start the lecturing. All participant are understand the language and respond while opening the book. They are not playing acting and the lecturer's sentence is makes sense. During teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta. Regarding the phenomena, it can be seen that felicity condition is usually used in teaching learning process. The utterance by lecturer is general condition. General condition means that the speaker and the hearer are in general situation. According to Yule (2003:50) General conditions on the participant, for example, that they can understand the language being used and that they are not playing-acting or being nonsensical. The Lecturer said to the students. All

participant are understand the language, they are not playing acting and the lecturer's sentence is makes sense.

From the explanation before, the researcher aims to investigated the felicity conditionin conversation between lecturer and students on teaching learning process. It aimed at revealing categories of felicity condition which were utilized by lecturer and students on teaching learning process of the Third semester of English Language Education of IAIN Surakarta. The state Islamic Instituteof Surakarta (IAIN Surakarta) is one of the institutes that located at Jl. Pandawa, Pucangan, Kartasura, SukoharjoTelp. (0271) 782404. This institute not only focuses on education but also on religion. One of the goals of this of institute is to make the students to be good person that has excellent education, good appearance and good religious.

According to the observation and analysis, the researcher analyzed the utterances in the English teaching-learning process produced by lecturer and students. Therefore, the researcher conductcts research entitled **“AN ANALYSIS OF YULE’S FELICITY CONDITION IN TEACHING AND LEARNING PROCESS TOWARDS SPEAKING CLASS OF THE THIRD SEMESTER IN ENGLISH LANGUAGE EDUCATION OF IAIN SURAKARTA”**

B. Identification of Study

Based on the background of the study above, we have some problems that can identify, they are:

1. There are several types of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta.
2. There are dominant type of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta.

C. Limitation of Study

The study is limited to the felicity condition in conversation between lecturer and students. The researcher selected a lecturer and students in speaking class of the third semester in the English Language Education of the State Islamic Institute of Surakarta . Pragmatics is the study of contextual meaning. One of the materials in pragmatics is speech acts. There are many felicity condition theories that explained about felicity condition as the researcher knows. Those theories are proposed by J.L Austin, by Searle, and by George Yule. In this research, the researcher will limit the analysis in the felicity condition and its types only according to George Yule.

D. Statement of the Problems

The problems that are going to be discussed in this research paper can be stated as follows:

1. What are the types of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta?
2. What is the dominant type of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta?

E. Objectives of the Study

This research has some following purposes:

1. To know the types of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta.
2. To find out dominant type of felicity condition based on Yule's theory used between lecturer and students in teaching and learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta.

F. Benefits of the Study

The researcher hopes this research can give some benefits in English learning. Moreover, the result of this study is expected to give more benefits both theoretically and practically.

1. Theoretical Benefit

This research is conducted as the support of felicity condition theory in the development of linguistic theories. In addition, hopefully this study will be beneficial for the other researchers in organizing a research of conversation and can make good interaction.

2. Practical benefits

The educators and lecturers would obtain meaningful information of felicity condition that are used in the teaching process. The result of the study are contributed for:

a. For the teachers

This research will be so useful for English teachers. This can help them in understanding the felicity condition which later they also can use this research to help them in teaching English especially in speaking class.

b. For the students

The researcher hopes that this research can be used by students to study and learn more about the condition of felicity. So that later student also can apply the theory in real life especially in class during teaching learning activity.

c. For the readers

Theoretically, this research hopefully can help the reader in understanding the felicity condition includes its types. So the reader will be able to understand the condition in interaction with others in real life without violating the appropriate rules of felicity.

d. For the researcher

Practically, this research can be used as a reference for other researcher, especially the students at English Literature and English Education Program who want to analyze felicity condition as object in their thesis. The researcher also hopes that this research can motivate and be useful to the other researchers, so that they can find and develop the other method to solve something.

G. Keywords

The following definitions are given to make the reader have to understanding for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are follows:

1. Pragmatic

Yule (1996: 4) Pragmatic is the study of the relationship between the linguistic form and the user of that form. It means that the relationship from some utterance to know the form and to know the aims of those utterance. Pragmatic is also to know the meanings, aims or goals, and kind of the actions of people's utterances. Pragmatics is the study of speaker meaning in context. It is means that a study focuses on the meaning context.

2. Speech act

Yule (1996:47) said that speech acts is actions performed via utterances. Speech acts is utterance of speech that constitutes some sort of act (Parker,1946:14). The utterances of some sentences must be treated as the performance of an act (Austin, 1962:121).

3. Felicity Condition

Austin in Cutting (2002: 18) believes that the felicity conditions are the contexts and the roles of participants must be recognized by all parties; the action must be carried out completely, and the person must have the right intentions. There are certain conditions in order to perform speech acts appropriately. These specified expected conditions are generally known as felicity conditions (Yule, 1996: 50).

4. 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 transferring the knowledge or information to the students or lecturer.

5. 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 speak up to the hearer. In teaching and learning process, Speaking is very

important to transferring the information from the speaker to the hearer between the lecturer and the students. It is one of the instruments to doing communication with each other and having influence in the effectiveness of teaching and learning process.

CHAPTER II

REVIEW ON RELATED THEORIES

In this chapter, the researcher presents the review of literature related to the study. The aim is to give supporting guidance to the researcher in accomplishing her research. This chapter elaborates Pragmatics, Speech act, Felicity Condition, Teaching and Learning, Speaking and Previous Study.

A. REVIEW ON RELATED LITERATURE

1. Pragmatics

Pragmatics is one of branches of linguistics. According to Levinson (2008: 21) pragmatics is the study of the relation between language and context that are basic to an account of language understanding. While Griffiths (2006: 153) states that pragmatics is about the use of utterances in context, about how we manage to convey more than is literally encoded by the semantics of sentences. The extra and different meanings inferable as conversational implicatures save production effort. Pragmatics builds on what is semantically encoded in the language.

Meanwhile, Yule (2003: 3) states that pragmatics is the study of contextual meaning. According to him, pragmatics is concerned with the study of meaning as communicated by a speaker or a writer and interpreted by a listener or a reader so that it involves the interpretation what people mean in the particular context and how the context influences what is said.

Pragmatics is concerned with the study of utterances meaning in which as communicated by speakers and interpreted by hearers. It focuses on

what people mean by their utterances that involve the interpretation of what people mean in a particular context and how the context influences what said. Mey (2001: 5) states that pragmatics is interested in the process of producing language and in its producers, not just in the end-product language.

Cutting (2002: 3) said that pragmatics takes a socio-cultural perspective on language usage, examining the way that the principles of social behavior are expressed is determined by the social distance between the speakers. It can be said that in pragmatics the way people behave in using language is influenced by the social distance and context between the speaker and the hearer. For example, people who have distant relationship will be more aware when they use language. They tend to be more careful than when they speak with others in an intimate relationship. They will be more aware about the context and make the conversation felicitously or appropriately.

Pragmatics is the study of contextual meaning. There are many subordinates of pragmatics which are deictic, reference, presupposition, implicature, speech acts, politeness, and many others. In speech acts theory, felicity condition can be said as the rules of speech acts. Felicity condition makes the people more aware in making conversation in appropriate situation to be felicitously performed. Furthermore Yule (2003: 3) divides the definition of pragmatics into 4 terms:

- a. Pragmatics is the study of speaker meaning.

Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. It concerns more on the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

- b. Pragmatics is the study of contextual meaning.

Pragmatics involves the interpretation of what people mean in particular context and how the context influences what is said. It involves how the speaker organize what they want to say in accordance with who they are talking to, where, and under what circumstances.

- c. Pragmatics is the study of how more gets communicated than is said.

This approach also explores how the listener can make inferences about what is said in order to arrive at an interpretation the speaker's intended meaning.

- d. Pragmatics is the study of the expression of relative distance.

Pragmatics also gives attention on how close or distant the speaker and the listener is, speaker determine how much needs to be said. This perspective will be determines the choice between said and the unsaid.

Based on the definition above, it can be said that pragmatics is the study of meaning contained the utterance in context. Therefore in pragmatic view, to appreciate and to interpret the meaning of a statement or an utterance, one must consider the relation between language and context in which the situation is uttered.

2. Scopes of Pragmatics

Pragmatic has several scopes which should be known. Levison (1983: 27) states that pragmatics would include the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure.

a. Deixis

Deixis can be defines as concerns the ways in which languages encode or grammatical features of the context of utterance or speech event and thus also concern ways in which the interpretation of utterance depends on the analysis of that context of utterance (Levison, 1983: 54) Deixis has several kinds, personal deixis (us, you), spatial deixis (here, there), temporal deixis (now, then).

Example: I am now standing in the roof.

The word I refers to person uttering a sentence. The time which now uttered denotes is dependent on the moment the statement is uttered. This situation dependency does not occur with word such as roof: the meaning of this word remains or less constant in different situation.

b. Implicature

Implicature is what a speaker can imply. It is message that is not stated in a literary work. In a 1975 article entitled 'Logic Conversation', the Philosopher Paul Grice pointed out that an utterance can imply a position (i.e. a statement) that is not part of the utterance

and that does not follow as necessary consequences of the utterance. Grice called such implied statements are implicature (Parker, 1986: 21)

Implicature refers to what is suggested in an utterance. Implicature is about the speaker implies it in a conversation. Implicature claims that audiences are required to assume the speaker to believe, in order to make sense of the speaker's utterances. In accomplish a conversation, the speaker and the listener want to understand and to be understood each other, so the purpose can be achieved.

c. Presupposition

According to Yule (1996: 132) Presupposition is what a speaker assumes is true or known by the hearer. A hearer may have different intended about what the speaker says. Presupposition is what is taken for granted in what a speaker say.

d. Speech Acts

The terminology of such function of language is called speech acts (Austin, 1975: 22). Speech acts theory generally explains these utterances as having three parts: locution, illocutionary, and perlocutionary acts. Speech acts usually used by people in conversation to deliver message or thoughts.

e. Conversational Structure

According to Levison (1983: 284) conversational structure is one aspects of pragmatics which concern the organization of

conversation. Conversational structure is about the way conversation works in practice.

3. Speech Act

a. Definition of speech act

Speech act is a phrase that consists of two words, speech and act. Speech act is originally present by philosopher Austin (1975) on his book *How to Do Things with Words* and developed by Searle.

Austin defined speech act as what actions we perform when we produce utterance Searle says that the unit of linguistics 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, word or sentence in the performance of the speech acts (Mey, 2001:93).

According to Parker (1986:14) speech act as every utterance of speech constitutes some sort of act. Speech act is a part of social interactive behavior and must be interpreted as an aspect of social interaction (Mey, 2009:927).

Searle (1969:18) says if the speech act performed the utterances of a sentence in general function of the meaning of the sentence. speech act also called as the action performed by a speaker with an utterance. According to Yule (1996:47) ,Speech acts defined as the action performed via utterance.' When people have conversation, they not only produce utterance but also perform action. According to Searle (1969:16) ,the reason for concentrating on the study of speech acts is

simply this: all linguistic communication involves linguistic acts.” Therefore studying speech acts is very important because everyday we concern with linguistic communication.

According to Austin (in Levinson, 1997:236) involves three basic sentence in which in saying something one are doing something and three kinds of act. They are locutionary act, illocutionary act, and perlocutionary act.

Some examples of locution, illocution, and perlocution.

Locution : **“Tommorow is holiday”**

Illocution : an act of reminding not to go to office, campus or an act of inviting to hang out, depending on the context

Perlocution : The hearer will not go to office or agree to hang out.

Locution : **“*Wes maghrib, gondol wewe*”** (This is a very common javanese utterance said by mother when her kids keep playing in the dusk which more or less means “It was night, kidnapped by ghost”)

Illocution : an act of ordering her kids to stop playing or to get home.

Perlocution : the kids stop playing or go back to home.

b. Classification of Speech Act

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

in speech acts, namely locutionary act, illocutionary act and perlocutionary act (Schauer, 2009: 7).

1) Locutionary Act

Locutionary act is called by the act of saying something, the saying of the speaker, the words uttered by the speaker. According to Yule (1996:48) Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression.

“The Traffic light shines red”

Locution : The words uttered by the speaker.

“Yesterday is Sunday”

Locution : The words uttered by the speaker.

2) Illocutionary Act

According to Yule (1996:48) illocutionary act is performed via the communicative force of an utterance. Yule forms an utterance with some kind of function in mind. Geoffrey leech in his book defined illocutionary act is performing the act of saying something, in another words it defines speaker intends to communicate to the addressee (hearer).

“The Traffic light shines red”

Illocution : an act of encouraging, requesting or suggesting the hearer to stop the car in the traffic light.

“Yesterday is Sunday”

Illocution : an act of reminding that yesterday is

holiday or an act of inviting to hang out.

3) Perlocutionary Act

Perlocutionary act is create an utterance with a function without intending it to have an effect. Depending on the circumstances, the speaker have assumption that the hearer will recognize the effect that the speaker intended Yule (1996:48).

“The Traffic light shines red”

Perlocution : The hearer stops the car/ motorcycle.

“Yesterday is Sunday”

Perlocution : The hearer didn't join the vacation.

To understanding the material, here are the examples of those kinds of speech act based on Austin's theory in Yule (1996: 48-49).

“I've just made some coffee”

I. Locution: *The words uttered by the speaker*

II. Illocution: *It might utterances to make statement, an offer, an explanation, or for some other communicative purpose.*

III. Perlocution: *Depending on the context, it will utter on the assumption that the hearer will recognize the meaning (for example, to account for a wonderful smell, or to get the hearer to drink some coffee).*

In (I) the concept is concerned with what is said by the speaker aspects. The grammatical and phonological aspect is the main topic. The focus is that whether the utterance is meaningful or not so that the hearer is able to capture what the

speaker says. Next, the (II) or illocutionary is concerning the speaker's purpose or intention when performing this utterance. Therefore, the illocutionary functions (ordering, explanation or for some other communicative purpose) are the important point here. In (III) both locution and illocution of the utterance are interpreted by the hearer. The effect of the utterance that speaker performs to the hearer is the main focus.

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

Searle as cited in Mey (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 representatives, directives, commissives, expressive and declarations (Mey, 1993: 131).

1) Representatives

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

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

2) Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit of directives is world-to-word. Yule (1996: 54) proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

a) *Could you open the door, please?*

b) *Pass me the salt.*

c) *Stand up!*

3) Commissives

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

illocutionary forces that fall under the category of commissives.

These following utterances illustrate the use of commissives:

a) I promise I will always be there for you.

b) I'll be back in five minutes.

c) I'm going to visit you next week.

4) Expressives

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

5) Declarations

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and soon. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his

utterance will be infelicitous or inappropriate. The example below illustrates the act of declaration:

I now pronounce you husband and wife.

(Cutting, 2002: 16)

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

4. Felicity Condition

a. The Definition of Felicity Condition

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

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

While Levinson (2008:25) said that appropriateness or felicity condition is a pragmatic theory that concern of principle predict for each and every well-formed sentence of a language, on a particular semantic reading, the set of context in which it would be appropriate. Hurford (2007: 282) states that the felicity conditions of an illocutionary act are conditions that must be fulfilled in the situation in which the act is carried out if the act is to be said to be carried out properly, or felicitously.

Grundy (2000:53) said that felicity condition, in this case, conditions which make it appropriate to make a promise. Yule states that (2003:50) felicity conditions are certain expected or appropriate circumstances for the performance of a speech act to be recognized as intended. For some clear cases, the performance will be infelicitous (inappropriate) if the speaker is not a specific person in a special context. For example:

I sentence you to six months in prison

If the speaker is judge in a courtroom, the sentence is felicitous. But if the speaker is not a judge in a courtroom, the sentence will be infelicitous. Because the felicity condition will be felicitous if the speaker is a specific person in a special context. In everyday context among ordinary people, there are also pre-condition of speech acts.

b. Types of Felicity Condition

According to Yule (2003:50) felicity condition divides the types of condition into five classes, namely; general conditions, content conditions, preparatory conditions, sincerity conditions, essential conditions.

1) General Conditions

General conditions on the participant, for example, that they can understand the language being used and that they are not playingacting or being nonsensical.

Submit your homework now!

The teacher said to the students. All participant understand the language, they are not playing acting and the teacher's sentence makes sense.

2) Content Conditions

For example, for both a promise and a warning, the content of the utterance must be about a future event. A further content condition for a promise requires that the future event will be a future act of the speaker.

If you don't behave, I promise you there's going to be trouble.

3) Preparatory Conditions

The preparatory conditions for a promise are significantly different from those for a warning. When someone promises to do something, there are two preparatory conditions: first, the event will

not happen by itself, and second, the event will have a beneficial effect. When someone utters a warning, there are the following preparatory conditions: it is not clear that the hearer knows the event will occur, and the event will not have a beneficial effect.

You will hear from me.

This condition related to another condition, that is sincerity conditions.

4) Sincerity Conditions

Sincerity conditions is a condition that must be fulfilled if the act is said to be carried out sincerely, but failure to meet such a condition does not prevent the carrying out of the act altogether.

Congratulations on passing your exam.

For a promise, the speaker intends to carry out the future action,

I will definitely back at 6 p.m.

and, for a warning, the speaker genuinely believes that the future events will not have a beneficial effect.

Don't go overboard!

5) Essential Conditions

Essential conditions cover the fact that by the act of uttering a promise, the speakers thereby intend to create an obligatory to carry out the action as a promise. In other words, the utterance changes the speakers' state from non-obligation to obligation. Similarly, with a warning, under the essential condition, the utterance changes the

speakers' state from non-informing of a bad future event to informing. This essential condition thus combines with a specification of what must be in the utterance content, the context, and the speaker's intentions, in order for a specific speech act to be appropriately (felicitously) performed. For example:

I sentence you 6 months in prison.

The speaker is a judge in a courtroom and the hearer is a defendant. In other words, the speaker has the authority to command while the hearer has the obligation to carry out this command.

In conclusion, felicity condition can be defined as general condition, content condition, preparatory condition, sincerity condition, and essential condition. Those are all of felicity condition that has been categorized by George Yule. The researcher uses all of the condition in this research.

5. Theory of Teaching and Learning

Teaching and learning are two inseparable facets. They are in nature are complex and challenging activities both for the teacher and the students. To create such an effective teaching and learning process, teachers need to know some principles about teaching. For a better understanding, it is important to understand the concept of teaching and learning itself.

a. Theory of Teaching

Teaching is necessary to induce learning. In preference to the first definition of learning above, teaching can be defined as showing or

helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2000: 7). This definition, however, is not precise.

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

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

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

b. Theory of Learning

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

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

Similar to Brown’s last component of the definition of learning, Kimble and Garnezy (1963: 133) as cited in Brown (2000: 7) advocate that learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. The

change in behavioral tendency, however, cannot be seen directly after someone learns a certain subject. There are also probably other factors that influence the change in behavior.

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

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

Furthermore, Allwright (1979: 170) as cited in Harmer (2001: 70) argues that language learning will take care for itself when learners are involved in the process of solving communication problems in the target language. He bases his hypothesis based on the way he had been teaching. He claims that the best way of learning language is when the

learners are exposed to the language and forced them to use it instead of exposing the learners to grammar and vocabulary. It means that to successfully master the language, the learners need to use the language optimally.

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

c. The role of teacher or lecturer in teaching and learning

A teacher holds vital roles in the teaching and learning process. The quality of teaching and learning process is determined by the teacher. Within the classroom, teachers serve a range of roles that may change from one activity to another. They must be fluent in adopting the roles to achieve the effectiveness of teaching and learning process. Harmer (2001: 56) states that there are many roles that the teachers should hold in order to facilitate the students' progress and enhance the teaching and learning process. Those are:

1) Controller

In educational context, this is the most common role held by the teachers. This role is generally believed by the teachers who view their job as the transmitter of knowledge. Teachers as the controllers are in charge of the class and the activity taking place during the process of teaching and learning. Controllers typically tell students things, manage drills, read aloud and various other ways

that exemplify the qualities of teacher-centered classroom. However, this role makes sense when the teachers need to make announcements, give explanation or lead a question and answer session. An appropriate degree of control by the teacher over the class is vital in formal language teaching.

2) Organizer

This role is crucially important to be performed by teachers when it is required. It is usually dealing with that of organizing students to do various activities. As an organizer, teacher typically gives the students information, tells them how they are going to do the activity, puts them into groups or pairs, and finally closes things down when it is time to stop. The role of organizers involves engaging, instructing, initiating and giving feedback. After getting students engaged in the activity, the teacher can go on giving necessary instructions to the students like telling them about what and how they should do the activity. The instruction should be delivered clearly so that the students know what they are actually going to do. Then, the teacher can start or initiate the activity. At this point, the teacher is supposed to tell the students the time to start and to stop the activity. After the students finish the activity, it is necessary for the teachers to give the students feedback dealing with their performance during the activity.

3) Assessor

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

4) Prompter

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

5) Participant

Teachers can also play role as participants during the activity. Acting as participants has some benefits. Teachers can liven up the teaching and learning process from the inside instead of always having to prompt from outside of the group. When the

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

6) Resource

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

7) Tutor

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

8) Observer

Observing students during the activities is important so that teachers can give them useful feedback on their performance. Teachers need to be careful when observing students. They should avoid drawing attention to themselves in order to not distract the students from the task they are involved in. Observing students can also be used to judge the success of different materials and activities they take into lessons. Hence, teachers can evaluate the materials in the future.

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

6. Speaking

Speaking is one of the important languages 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 feature 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 by most language learners, and their success in learning a 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.

B. Previous Related Study

Recently, pragmatics study seemed become the most interesting study to be analyzed. One of the most interesting topics in pragmatics is felicity condition. Outside, there are many people conducted a research about felicity condition. The previous study taken from Windy Novianti (English education department of the Purworejo Muhammadiyah University,2016) entitled "*The Analysis of Felicity Condition in The Hunger Games Movie and Its Application in Teaching Speaking at Twelfth Grade of Senior High School*". the researcher found out there are 49 felicity conditions occurred in The Hunger Games movie. The data were classified into 5 types of felicity condition. From 49 data which are taken by the researcher, sincerity conditions are more frequently happened than the other felicity condition. The discussion shows that there are

14 (28.57%) data belongs to sincerity conditions from the total felicity condition shown in the movie. Sincerity condition becomes the dominant data of the discussion because the utterances in the movie contain a lot of sincerity. 8 (16.33%) data belongs to general condition, 9 (18.37%) data belongs to content condition, 6 (12.24%) data belongs to preparatory condition, and 12 (24.49%) data belongs to essential condition of felicity. The felicity condition can be applied by teachers in teaching speaking. Teachers can use the examples of felicity condition occurred in *The Hunger Games* movie to teach the students how to use the expression such as admitting, promising, blaming, wondering and have conversation appropriately. The similarities between Windy's research and this research is from the research design; that is descriptive qualitative research, the subject of this research talking about the application of felicity condition in classroom. The difference between Windy's research is can be seen from collect the data, Windy's research collect the data from movie and the manuscript whereas this research uses observation, documentation and record in the classroom.

The second research has been conducted by Diah Putu Putrica Adnyasuari (English education department of the Udayana University) entitled "*Felicity Condition of Women's Illocutions in The Novel Stand By Me*". In her research, she analyzed focused on describing illocutionary acts from the utterances spoken by women and its felicity condition. From five types of illocutionary acts proposed by Searle, the researcher found four types of illocutionary acts in this study. The similarities between Diah's research and this research is talking about felicity condition. The difference between Diah's

research is can be seen from collect the data, Diah's research collect the data used documentation from novel whereas this research uses observation, documentation and record in the classroom. The method that has been implemented in this study was descriptive quantitative research , whereas this research is qualitative research. The object of her research just focus on describing illocutionary acts from the utterances spoken by women, whereas the object of this research is the utterances of the lecturer during teaching and learning process.

The third is International journal, had been done By Idriss Toumi on his thesis entitled "*Students' Awareness of Felicity Conditions and Their Attitudes towards the Application of Felicitous Speech Acts*". The present study was conducted in order to examine whether the awareness of the students of the English Department at Mentouri University, Constantine about the use of the rules of felicity conditions is likely to help them acquire felicitous speech acts. The similiarities between Idriss's research and this research is from the research design; that is descriptive qualitative research, the subject of this research talking about the felicity condition in classroom. The difference between Idriss's research is can be seen from collect the data, Idriss's research collect the data from students questionnaire. The present questionnaire consists of twelve questions divided into three sections, whereas this research uses observation, documentation and record. In addition, the object of Idriss's research is students, whereas this research is Lecturer.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology which used by the researcher to analyze the data. One of the factors that will make a research success is an appropriate methodology that applied in that research. So, in this chapter the researcher tries to explain that. This research method consists of types of research, source of data, instrument of the study, and technique of data collecting, and technique of data analysis.

A. Types of Research

In this research, the researcher makes a research plan and arranges its certain procedure as guidance in doing her research. This is a library research, as we know that literature research needs another literature material to deal with the study. By library research, we can collect the data from books and academic writing.

In conducting this study, the researcher used descriptive qualitative research method. According to Creswell (2012:4), qualitative research is explores and understand the meaning individuals or groups ascribe to a social or human problem. The goal of qualitative research is a holistic picture and a depth of understanding rather than a numeric analysis of data. Meanwhile Djamal (2015:7) states that qualitative research is a research focused to describe condition, characteristic or nature, value of an object or certain symptoms.

This study is included in qualitative research because the data were taken from words, phrases, clauses, and sentences. Moreover, the sentences were analyzed descriptively to describe and to explain in detail the phenomena

of sentences based on felicity condition theory. Creswell (2012:16) said that qualitative research has some characteristics as follow:

1. Qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon.
2. Qualitative research is having the literature review play a minor role but justify a problem.
3. Qualitative research is stating the purpose and research questions in a general and broad way so as to the participant experiences.
4. Qualitative research is collecting data based on words from a small number of individuals so as the participants' view are obtained.
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of findings.
6. Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity bias.

Based on the explanations above, the researcher used descriptive qualitative research. In conducting this research she used descriptive qualitative research because the researcher would like to describe about the felicity condition found in utterances between lecturer and students.

B. Place and Time of The Research

1. Place of the research

This study was executed in IAIN Surakarta which is located at Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah. The researcher chooses IAIN Surakarta because the Subject of this study is an English Lecturer there and students , and it makes the researcher easy to be

accessed. The researcher takes the speaking class of the third semester students in English Language Education of IAIN Surakarta.

2. Time of the research

The time of research is during teaching learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta. Researcher conducted two observations in two meeting. The observation was conducted in September-October 2018. For the first observation was conducted on September 7th 2018 and The second observation was conducted on October 02nd 2018 at B class.

C. Subject of the research

The subject of this research were lecturer and students in speaking class at third semester of English Language Education of IAIN Surakarta in the academic year 2018/2019. The lecturer chosen by the researcher was Mr. Muh. Husin AL Fatah, M.Pd. He is one of the lecturers in English Language Education on the speaking class chosen randomly by the researcher. This study was carried out following the lecturing schedule, which was every Tuesday at 10.20-12.00 in the B class of the third semester in English Language Education of IAIN Surakarta. He is lecturer in English Language Education on the speaking class chosen by the researcher.

D. Research Instrument

Research instrument is instrument to collect the data in a study (Moleong, 2004: 168). In this study, the research instrument is the researcher themselves who act as planners, decision data analyzer, interpreter and also the reporting the results of the research. In this study, researchers require

knowledge of the language, especially the theory of felicity condition became an important point in the success of the study.

This research is qualitative, so the primary instrument is the researcher herself. The qualitative study cannot be separated from the role of the researcher because it is the researcher herself who determines the scenario of the research. The researcher plays role as a planner, implementer, of data collection and data analysis, data interpreter and finally as a pioneer of the research result (Moleong, 2004: 168). In doing this research the researcher collecting data with recorder to record lecturer and students utterances in the classroom and reference books to analyze the finding deeply.

E. Technique of Collecting Data

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

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

5. recording the data into the data sheets; and
6. classifying the data.

F. Techniques of Data Analysis

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

1. Data Reduction

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

1. The number of meeting
2. The number of each datum.
3. The type of felicity condition which are G for generalcondition, PC for Propotional content condition, P for preparatory condition, S for sincerity condition, and E for essential condition.
4. To make clear the coding, an example will be presented:
M1/02/G.M1 which means the number of meeting is the first

meeting, the datum is number 02. The condition is lecturer gave speech in front of students. It contains general condition.

2. Data Display

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

3. Conclusion Drawing and Verification

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

The example of the table in accordance to the theory which is outlined on the previous chapter are as follows:

Table 1. Types of Felicity Condition

No.	Types of Felicity Conditions	Frequency			Percentage		
		1st meeting	2nd meeting	Total	1st meeting	2nd meeting	Total
1.	General Condition						
2.	Propotional Content Condition						
3.	Preparatory Condition						
4.	Sincerity Condition						
5.	Essential Condition						
Total							

The table is used to classifying each type of felicity condition by using the number of data from each condition and the total of each condition. Then the researcher counted the frequency of each type by using the formula:

$$\frac{\text{number of frequency of certain type}}{\text{total frequency of all data collection}} \times 100\% = \dots\%$$

G. Trustworthiness of Data

Data is the essential thing in research. To make the data valid before it is analyzed, the validity of data or trustworthiness of data is needed. According to Creswell (2009:352) “the data validity in qualitative method is that the researcher tests the accuracy of the data”. The accuracy means the data must be valid in order that the analysis can shows the significant result.

Validating the result of the research is important in any type of research for influencing the findings and the analysis. If the data are not valid, thus, the analysis is not reliable. According to Lodico, Dean and Katherine (2010: 169) the criteria to evaluate qualitative study include credibility, dependability, conformability and transferability. This research, however, only used credibility, dependability, and conformability as tools to check the trustworthiness of the data. In order to reach the trustworthiness of the data in qualitative research, Moleong (2004: 324) suggests four criteria: credibility, dependability, transferability, and confirm-ability. In this study, the researcher focused only on credibility and dependability.

Credibility refers to whether the participants' perceptions of the settings or events match up with the researcher's portrayal of them in the research report (Lodico, Dean and Katherine, 2010: 169). The credibility was enhanced by discussing how the information provided by the data sources was compared through triangulation technique to verify the conclusions. The sources were utterances uttered by the lecturer and students on the speaking class of the third semester in English department of IAIN Surakarta. Meanwhile, the theories of pragmatics, felicity conditions, teaching and learning are referred in this study. Once credibility was achieved, the consistency should be fulfilled. To achieve dependability, the detailed explanations of how the data were collected and analyzed were provided. Finally, to avoid such subjectivity, conformability was applied in this study. To check on the conformability, triangulation technique was used

in this research. Denzin& Lincoln (2009: 271) concludes four types to triangulation technique, as follow:

1. Data triangulation

Data triangulation involves of using multiple sources (the sources are usually used by people with different roles). As the example, in the language teaching situation, the researcher might want to consult with teachers, students, and administrators.

2. Investigator triangulation

Investigator triangulation involves of using multiple researchers examining the same data, this type of triangulation help to moderate and understand the researcher's biases. For example, two or more researcher might analyze the open response question of questionnaire, write up conclusions and compare with what they were found.

3. Theory of triangulation

Theory of triangulation involves of using multiple conceptual or theoretical points of view. For example open ended responses from interview for analyzing the error analysis the point of view.

4. Methodological triangulation

Methodological triangulation involves of using multiple data gathering procedures. For example, the researcher might use interviews, surveys, and observations to collect the data using different methods.

Based on the statements above, triangulation means the use of several ways in order to know the validity of the data and to give a proof about the data validation. In this research, the researcher uses data triangulation in order to proof the validation. The researcher collects the data using many ways of technique of collecting the data such as field note taking from observation and script of recording. The researcher conducted a valid data about types of felicity conditions and dominant types of felicity condition in teaching and learning process. The researcher compares the field note taking from observation, script of recording to get reliable data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the result of the research. As mentioned in the first chapter, the objectives of this research are to distinguish and define the types of felicity condition in the speaking class of the third semester in English Language Education of IAIN Surakarta. Moreover, this chapter divided into two sections: data findings and discussion. The first section, the data findings section, talks about the analysis findings of the kinds of felicity condition founded in the speaking class of the third semester in English Language Education of IAIN Surakarta. The second section, the discussion is going to explain about the analysis of felicity condition in speaking class of the third semester in English Language Education of IAIN Surakarta.

A. Data Findings

These data findings are related to the types and frequency of felicity conditions performed between lecturer and students during teaching and learning process in the speaking class of the third semester in English Language Education of IAIN Surakarta based on Yule's theory. The researcher summarizes the result of the data analysis before analyzing the data in details. In order to make the reader understand easily, the researcher will present it in table. The researcher was able to find total 56 felicity condition during teaching and learning process. According to Yule (2003:50), there are five types of felicity condition. They are general condition, content condition, preparatory condition, sincerity condition, and

essential condition. The researcher puts the number of total and percentage of the each type of felicity condition to make the research finding is clear.

Table 2.1 Findings Types of Felicity Condition

No.	Types of Felicity Conditions	Frequency			Percentage		
		1st meeting	2nd Meeting	Total	1st meeting	2nd meeting	Total
1.	General Condition	9	5	14	33.3%	17.2%	25%
2.	Propotional Content Condition	4	5	9	14.8%	17.2%	16.0%
3.	Preparator y Condition	4	2	6	14.8%	6.8%	10.7%
4.	Sincerity Condition	2	8	10	7.5%	27.5%	17.8%
5.	Essential Condition	8	9	17	29.6%	31.3%	30.5%
Total		27	29	56	100%	100%	100%

As it is shown in data tabulation on the table 4.1, there are five categories or types of the felicity condition performed by the lecturer on the speaking class of the third semester in English department of IAIN Surakarta, which is the utterance which has been categorized in the data tabulation. Those are general condition 14 data, propotional content condition 9 data, preparatory condition 6 data, sincerity condition 10 data, essential condition 17 data. Based on the table above, the researcher concluded that there are 56 felicity conditions produced by the lecturer and students during teaching and learning process on the speaking class of the third semester in English department of IAIN Surakarta.

As seen on the table, 14 (25%) data belongs to general condition, 9 (16.0%) data belongs to propotional content condition, 6 (10.7%) data belongs to preparatory condition, 10 (17.8%) data belongs to sincerity condition, and 17 (30.5%) data belongs to essential condition of felicity. From 56 data which are taken by the researcher, essential conditions are more frequently happen than the other felicity condition. The discussion shows that there are 17 essential conditions or about 30.5% from the total felicity condition produced by the lecturer and students during teaching and learning process on the speaking class of the third semester in English department of IAIN Surakarta. essential condition becomes the dominant data of the discussion because the condition between lecturer and students during teaching and learning process a lot of contain about essential situation.

1. Types of felicity condition in observation 1

The observation was conducted by the reseacher on September 18th2018. The researcher found 27 utterance which contain felicity conditon. The researcher present the detail information bellow:

Day :Tuesday, 18th September 2018
Time :10.20-12.00
Lecturer : Muh. Husin Al Fatah, M.Pd.
Place : PPG 205 (IAIN SURAKARTA)
Topic : What makes a good presentation?

a) Opening activity

The opening activity, the researcher founds 5 felicity condition which produced by lecturer and students. During opening activity, the researcher found 4 types of felicity condition used in conversation between lecturer and students. There are essential condition, propotional content condition, preparatory condition and general condition. The result of findings of felicity condition can be found in appendix 1 with data coding. The details as below:

In essential condition in the opening teaching and learning in the classroom. That are 1 can be categorized as essential condition on the opening activity. The conversation can be found in data appendix 1 number 5 code M1/01/E. The 2 utterance which categorized as propotional content condition can be found in appendix 1 number 2 code M1/02/PC and M1/03/PC. The reseacher found 1 utterance of preparatory condition can be found in appendix 1 number 3 with code

M1/05/P and for general condition can be found in appendix 1 code M1/04/G.

Table 2.2
Types felicity condition in opening activity.

Activity	Types of Felicity Condition	Frequency
Opening	Essential condition	1
	Propotional content condition	2
	Preparatory condition	1
	General condition	1

Based on the data above, the researcher found 5 utterances of felicity condition in the opening activity. Lecturer and students in speaking class used four types of felicity condition in the opening activity; they are essential condition, propotional content condition, preparatory condition and general condition. The researcher did not found sincerity condition used by lecturer and students. From 5 utterances, essential condition was used 1 times, propotional content condition 2 times, preparatory condition 1 time and general condition 1 time.

b) Core activity

The core activity, the researcher founds 20 felicity condition which produced by lecturer and students. During core activity, the researcher found all of types felicity condition used in conversation between lecturer and students. There are essential condition,

proportional content condition, preparatory condition, sincerity condition and general condition. The result of findings of felicity condition can be found in appendix 1 observation 1 with data coding. The details as below:

In essential condition in the core activity in the classroom. That are 6 of essential condition on the core activity. The conversation can be found in data appendix 1 number 5 code M1/07/E, M1/09/E, M1/10/E, M1/11/E, M1/23/E, M1/25/E. There were 2 utterances which categorized as proportional content condition during the core activity. The utterance 2 which categorized as proportional content condition can be found in appendix 1 number 2 code M1/13/PC and M1/19/PC. The researcher found 3 utterance of preparatory condition can be found in appendix 1 number 3 with code M1/06/P, M1/08/P, M1/22/P and the researcher found 8 general condition can be found in appendix 1 number 1 code M1/12/G, M1/14/G, M1/15/G, M1/16/G, M1/17/G, M1/18/G, M1/20/G, M1/21/G and the last sincerity condition can be found in appendix 1 number 4 with code M1/24/S.

Table 2.3
Types felicity condition in core activity.

Activity	Types of Felicity Condition	Frequency
Core	Essential condition	6
	Propotional content condition	2
	Preparatory condition	3
	General condition	8
	Sincerity condition	1

Based on the data above, the researcher found 20 utterances of felicity condition in the core activity. Lecturer and students in speaking class used all types of felicity condition in the core activity; they are essential condition, propotional content condition, preparatory condition, sincerity condition and general condition. From 20 dialog, essential condition was used 6 times, propotional content condition 2 times, preparatory condition 3 times, sincerity condition 1 time and general condition 8 times.

c) Closing activity

In closing activity, the researcher found 2 types of felicity condition during teaching and learning process. They are sincerity condition and essential condition. Essential condition in the closing activity can be found in data appendix 1 number 5 with code M1/27/E and sinceritiy condition can be found in data appendix number 4 with code M1/25/S.

Table 2.4
Types felicity condition in closing activity.

Activity	Types of Felicity Condition	Frequency
Closing	Essential condition	1
	Sincerity condition	1

Based on the data above, the researcher found 2 utterances of felicity condition in the closing activity. Lecturer and students in speaking class used 2 types of felicity condition in the closing activity; they are essential condition and sincerity condition. The researcher did not found propotional content condition, preparatory condition and general condition used by lecturer and students. From 2 utterances, essential condition was used 1 time and sincerity condition 1 time.

Table 2.5
Types felicity condition in teaching and learning process.

Activity	Types of Felicity Condition	Frequency
Opening	Essential condition	1
	Propotional content condition	2
	Preparatory condition	1
	General condition	1
Core	Essential condition	6
	Propotional content condition	2
	Preparatory condition	3
	General condition	8
	Sincerity condition	1
Closing	Essential condition	1
	Sincerity condition	1
Total		<i>27</i>

Based on the data above, the researcher found 27 of felicity condition during teaching learning process. Lecturer and students in speaking class of the third semester in English Language Education used five types of felicity conditions during teaching learning process; they are essential condition, propotional content condition, preparatory condition, sincerity condition and general condition . From 27utterances, essential condition used 8 times, propotional content

condition 4 time, preparatory 4 times, sincerity condition 2 times and general condition 9 times. In the meeting 1 general condition was used dominantly than the other. General condition more dominant because the activity in the first meeting is explaining about the lesson.

2. Types of felicity condition in observation 2

The observation was conducted by the researcher on October 2nd 2018. The researcher found 29 utterance which contain felicity condition. The researcher present the detail information bellow:

Day : Tuesday, October 2nd 2018
Time : 10.20-12.00
Lecturer : Muh. Husin Al Fatah, M.Pd.
Place : PPG 205 (IAIN SURAKARTA)
Topic : What makes a good presentation?

a) Opening activity

The opening activity, the researcher founds 6 felicity condition which produced by lecturer and students. During opening activity, the researcher found 4 types of felicity condition used in conversation between lecturer and students. There are essential condition, propotional content condition, preparatory condition and sincerity condition. The result of findings of felicity condition can be found in appendix 1 with data coding. The details as below:

In essential condition in the opening teaching and learning in the classroom. That are 2 can be categorized as essential condition on the opening activity. The conversation can be found in data appendix 1

number 5 code M2/28/E and M2/31/E. The 2 utterance which categorized as propotional content condition can be found in appendix 1 number 2 code M2/30/PC and M2/33/PC. The reseacher found 1 utterance of preparatory condition can be found in appendix 1 number 3 with code M2/32/P and for Sincerity condition can be found in appendix 1 code M2/28/S.

Table 3.1

Types felicity condition in opening activity.

Activity	Types of Felicity Condition	Frequency
Opening	Essential condition	2
	Propotional content condition	2
	Preparatory condition	1
	Sincerity condition	1

Based on the data above, the researcher found 6 utterances of felicity condition in the opening activity. Lecturer and students in speaking class used four types of felicity condition in the opening activity; they are essential condition, propotional content condition, preparatory condition and sincerity condition. The researcher did not found general condition used by lecturer and students. From 6 utterances, essential condition was used 2 times, propotional content condition 2 times, preparatory condition 1 time and sincerity condition 1 time.

b) Core activity

The core activity, the researcher founds 20 felicity condition which produced by lecturer and students. During core activity, the researcher found all of types felicity condition used in conversation between lecturer and students. There are essential condition, propotional content condition, preparatory condition, sincerity condition and general condition. The result of findings of felicity condition can be found in appendix 1 obsrevation 1 with data coding. The details as below:

In essential condition in the core activity in the classroom. That are 6 of essential condition on the core activity. The conversation can be found in data appendix 1 number 5 code M2/35/E, M2/37/E, M2/40/E, M2/44/E, M2/45/E, M2/49/E. There were 3 utterances which categorized as propotional content condition during the core activity. The utterance 3 which categorized as propotional content condition can be found in appendix 1 number 2 code M2/42/PC, M2/46/PC and M2/53/PC. The researcher found 1 utterance of preparatory condition can be found in appendix 1 number 3 with code M2/52/P and the researcher found 5 general condition can be found in appendix 1 number 1 code M2/34/G, M2/36/G, M2/47/G, M2/48/G, M2/51/G and the last the researcher found 6 sincerity condition can be found in appendix 1 number 4 with code M2/37/S, M2/39/S, M2/41/S, M2/42/S, M2/50/S, M2/54/S.

Table 3.2
Types felicity condition in core activity.

Activity	Types of Felicity Condition	Frequency
Core	Essential condition	5
	Propotional content condition	3
	Preparatory condition	1
	General condition	6
	Sincerity condition	6

Based on the data above, the researcher found 21 utterances of felicity condition in the core activity. Lecturer and students in speaking class used all types of felicity condition in the core activity; they are essential condition, propotional content condition, preparatory condition, sincerity condition and general condition. From 29 dialog, essential condition was used 5 times, propotional content condition 3 times, preparatory condition 1 times, sincerity condition 6 time and general condition 6 times.

c) Closing activity

In closing activity, the researcher found 2 types of felicity condition during teaching and learning process. They are sincerity condition and essential condition. Essential condition in the closing activity can be found in data appendix 1 number 5 with code M2/56/E

and sincerity condition can be found in data appendix number 4 with code M2/55/S.

Table 3.3
Types felicity condition in closing activity.

Activity	Types of Felicity Condition	Frequency
Closing	Essential condition	1
	Sincerity condition	1

Based on the data above, the researcher found 2 utterances of felicity condition in the closing activity. Lecturer and students in speaking class used 2 types of felicity condition in the closing activity; they are essential condition and sincerity condition. The researcher did not found propotional content condition, preparatory condition and general condition used by lecturer and students. From 2 utterances, essential condition was used 1 time and sincerity condition 1 time.

Table 3.4
Types felicity condition in teaching and learning process.

Activity	Types of Felicity Condition	Frequency
Opening	Essential condition	2
	Propotional content condition	2
	Preparatory condition	1
	Sincerity condition	1
Core	Essential condition	6
	Propotional content condition	3
	Preparatory condition	1
	General condition	5
	Sincerity condition	6
Closing	Essential condition	1
	Sincerity condition	1
Total		29

Based on the data above, the researcher found 29 of felicity condition during teaching learning process. Lecturer and students in speaking class of the third semester in English Language Education used five types of felicity conditions during teaching learning process; they are essential condition, propotional content condition, preparatory condition, sincerity condition and general condition . From 29 utterances, essential condition used 9 times, propotional content

condition 5 time, preparatory 2 times, sincerity condition 8 times and general condition 5 times. In the meeting 2 essential condition was used dominantly than the other.

B. Discussion

In this part, the researcher would described and analyzed the types and frequencies of felicity condition uttered by the lecturer and students in teaching learning process on the speaking class of the third semester in English Language Education of IAIN Surakarta. There are five types of felicity conditions found in the data. They are general condition, propotional content condition, preparatory condition, sincerity condition, essential condition. In this discussion, the researcher will include the conversations where every type of felicity condition occurred. Then it will be explained and discussed clearly. The details explanations are as follow:

1. General Condition

General condition means that the speaker and the hearer are in general situation. According to Yule (2003:50) General conditions on the participant, for example, that they can understand the language being used and that they are not playing-acting or being nonsensical.

In this research, there are many general conditions uttered by the lecturers during teaching and learning process. There are 14 general conditions utterances used by the lecturer in the lecturing process. This condition presents 25% which is divided in two meetings they are 9 utterances in the first meeting and 5 utterances in the second meeting. This type of felicity condition used by the lecturer in the lecturing process is in the 2nd rank position. It is indicating that general condition are very important in teaching and learning process to notify

the information or the other things about knowledge to the students. So the students would know and understand about the new information and knowledge notified by the lecturer during teaching and learning process. So it is very useful for the students to increase their knowledge.

General condition in the first meeting more than the second meeting because the activity in the first meeting is explaining about the material of the lesson, so that in this meeting the lecturer notified some information, material and knowledge in many times to the students about the material and information he had explained. In the other side, the activity of the second meeting is evaluation of the students performances on the speaking class. So that, in the second meeting the lecturer was criticizing and evaluating the students performance about how to make a good presentation. Actually the general condition in the second meeting is frequently but in the second meeting there were no explanation and discussion as long as in the first meeting. In this meeting the lecturer was showing the practice or the result of the students project from the first group till the eight group then giving the comment or critics and evaluation about their performance. So that general condition were not produced by the lecturer in many times.

General condition used by the lecturer in the lecturing process are giving the information about the knowledge, the reason and the answer about some questions that he asked to the students before. When the lecturer explained something to the students about the important thing that students should pay attention to that information the lecturer would be notifying that information or his idea and knowledge to the students, so that the students would be knowing and understand about the information and knowledge related to the lesson that was their lecturer uttered to them during the process of teaching and learning. Some time the lecturer notified the important information to the students, because it is important to known by the students. When the lecturer notified something to the students about his opinion or idea,

the students would give their attention. So the students would know and understand about that information or explanation of the lecturer. It is one of the ways for the lecturer to inform and share the knowledge or idea to the students, so that they would know about the important information that was notifying by the lecturer.

By produced general condition, the lecturer would be increasing the knowledge and English comprehension of the students, because after the lecturer giving the information about knowledge related to the lesson and the other thing, the students would know and understand about what the lecturer said. Because of that this type of felicity condition is very important in teaching and learning process for the lecturer to share the knowledge, information and idea and also for the students to increase their knowledge. Below there are some example of general condition:

a. M1/04/G

1) Data description

L: *“This book is not for one semester ya! This book just for presentation and ketika we will discuss about seminar, and we will discuss about debate we will have another book.”*

S: “Ya sir.”

2) Data Analysis

The conditions above belong to general condition because of the participant here is the students. They can understand the language being used and they are not playing acting because. when the lecturer told them to pay attention, they immediately shut up and were more focused on listening to the explanation from the lecturer about a book related to the presentation material Therefore this condition is included in general condition.

3) Context Situation

This is a situation when the lecturer asks attention to students who are less focused during the lecture, then the lecturer explains to the student about a book. The book contains one of the material taught by the lecturer, but is not used for a full semester because it does not contain many topics, the lecturer explains that the book only covers one material, namely about presentation. For other topics another book is needed.

b. M1/10/G

1) Data description

L: "You should prepare your mental and your material. Apa itu mental dan material students? Ketika you stand up in front of the audiences you should be confidence, jangan sampai ada rasa malu. Tadi anda bilang morning ladies and gantlemen gimana? MORNING LADIES AND GENTLEMEN , jangan lemes morning ladies and gantlemen."

S: (Laughing)

L: "Karena basic principle dari public speaking adalah anda harus buang malunesan. Tapi jangan over confidence, kalo anda over confidence nanti anda akan dinilai sebagai orang yang jayus. Jayus tahu tidak?"

S : "Garing, garing.."

L: "Next, material. Material itu apa?"

S: "Bahan-bahannya."

L: "Ya bahan-bahan, logistic perlu gak?"

S: "Perlu"

2) Context situation

This is a situation when the lecturer gives an explanation of how students must prepare mentally and material material during the presentation. The lecturer practices how to speak in front of the class clearly and confidently.

3) Data analysis

This condition is included in the general condition because the lecturer explains something and gives a practical example so that students as listeners can understand the language used by the lecturer.

c. M1/14/G

1) Data description

L : “Ok, the first thing that we must aware, the first thing is remember your audience. Siapakah audience anda, when your audience is anak-anak SD kelas 4 kemudian anda presentasi tentang, Ok adek-adek sekalian today we will discuss about revolution of the earth. paham tidak kira-kira?”

S: “(laughing), tidak.”

L: “Nah kira-kira kalau sama adek-adek gimana?”

S: “Good mornig adek-adek, how are you today?”

L: “Good morning adek-adek we have a story. What is the story? The story is about black magic.”

S: “yeeeeey, (laughing)”

2) Context situation

This is the situation when the lecturer gives an explanation to the student, that the first thing that must be considered in the presentation is that the material must be adjusted to who is

listening. The lecturer also gives an example if the presentation material given is not appropriate and asks the student whether the material will reach the listener. the lecturer asked students how to present well in front of participants who were still children and students responded by practicing an opening and the lecturer also gave examples. Then the lecturer emphasized that this was included in the important material of the presentation.

3) Data analysis

This condition is included in general condition because the lecturer gives an explanation to the student. Students as understanding listeners and also respond to what lecturers say when lecturers give a practice.

2. Propotional Content condition

Content condition means that the content of a condition must be about a future event, if it's a promise, then it will be the future act of the speaker. According to Yule (2003:50) content condition for example, for both a promise and a warning, the content of the utterance must be about a future event. A further content condition for a promise requires that the future event will be a future act of the speaker.

In this research, there are several utterances uttered by the lecturers during teaching and learning process. There are 9 propotional content condition used by the lecturer in the lecturing process. It is present 16.0% which is divided in two meetings they are 4 condition in the first meeting and 5 condition in the second meeting. This type of

felicity conditions used by the lecturer in the lecturing process is in the 4th rank position. Below there are some example of propotional content condition:

a. M1/02/PC

1) Data description

L : Good morning, ok siapa yang belum sarapan?

S: Me, me , me

L: OK, lets eat together

S: Ok, Sir

L: *Yang belum sarapan silahkan bawa sarapan next week ya! Jangan lupa bagi-bagi. sarapan itu mempengaruhi masadepan, kalo sekarang jarang sarapan nanti jadinya generasi lemas dan susah mikir.*

S: Ya Sir, Insya Allah.

2) Context situation

The situation is when the lecturer greets students and then asks students who have not had breakfast, then the lecturer warns students that breakfast is important and greatly influences the future.

3) Data analysis:

Lecturer warned students that breakfast is important in influencing the future and lecturers also conveyed the consequences for students who never had breakfast. This condition is included in the proportional content condition because it includes a warning and explains the effects received in the future.

b. M1/03/PC

1) Data description

L: hello ladies and gantlement, Hello .. please, itu sudah?

S: Sudah pak.

L: *mohon perhatian nya ya, if you not focus i'am sure that you can't understand with the next material!*

2) Context of situation

This is a situation when the lecturer speaks, the lecturer asks the student to pay attention to what will be conveyed, otherwise the student will get its own effect, that is, they will not understand the next material.

3) Data analysis

This condition is included in the preparatory condition because the lecturer gives a warning for the long term or for benefits or effects that will occur in the future.

c. M1/13/PC

1) Data description

L: *Don't forget before you present in front of audience anda harus tampil dengan rapi dan wangi! pakai wangi-wangian pakai sepatu! Karena penampilan itu juga penting.*

S: Hehehe, masa ya tidak pakai pak.

2) Context situation

The lecturer gives a warning to students so that they always remember that in their presentation they must look neat and fragrant.

3) Data analysis

This condition is included in the proportional content condition because lecturers provide warnings for the future and long-term effects.

3. Preparatory Condition

Preparatory condition has many kinds of condition of preparation. According to Yule (2003:50) preparatory conditions for a promise are significantly different from those for a warning. When someone promises to do something, there are two preparatory conditions: first, the event will not happen by itself, and second, the event will have a beneficial effect. When someone utters a warning, there are the following preparatory conditions: it is not clear that the hearer knows the event will occur, and the event will not have a beneficial effect.

In this research, there are several utterances uttered by the lecturers during teaching and learning process. There are 6 preparatory condition used by the lecturer in the lecturing process. It is present 10.7% which is divided in two meetings they are 4 condition in the first meeting and 2 condition in the second meeting. This type of felicity conditions used by the lecturer in the lecturing process is in the last rank position. Below there are some example of preparatory condition:

a. M1/05/P

1) Data description

S: Assalamu'alaikum. I'am sorry sir i'am late

L: *Wa'alaikumsalam. Minggu depan telat lagi ya?*

S: No sir. I promise you that i will try to come on.

L: are u sure?

S: Yes, Sir

L : Yasudah sana duduk.

S: Thankyou, Sir.

2) Context situation

Based on the conversation, it can be seen that there are students entering the class and greeting. The student arrived not on time so the lecturer gave sarcasm, then the student promised that he would always arrive on time, after which the lecturer told the student to sit down.

3) Data analysis

From the above situation it can be concluded that the situation is included in the preparatory condition because suddenly the lecturer gives a satire that can be interpreted as a warning, it makes students promise not to be late again but it is still doubtful whether this will be done correctly.

b. M1/06/P

1) Data description

L: Ok, today we will discuss about how to make a good presentation

S: Astagfirullah

L; *ada apa nduk?*

S: enggak ada apa-apa pak.

L: *kayak ada suara, jangan ramai sendiri!*

S: iya pak maaf.

2) Context situation

This is a situation when the lecturer will start about discussing the material to be delivered, but suddenly there is one student who is shocked by saying istighfar. This was heard by the lecturer, then the lecturer asked the student about what had happened, but the student assured that there was nothing. The lecturer was still curious and asked the student to shut up and pay attention.

3) Data analysis

The above conditions are included in the preparatory condition because of a situation that requires the lecturer to give a sudden warning to the student, and the student's statement implies a promise not to do anything else (not paying attention to lectures).

c. M2/32/P

1) Data description

S: Yaaah

L: *kenapa? Silahkan kalau anda mau bolos!*

S: tidak pak

2) Context situation

One of the students seemed to complain because before the lecturer had given the obligation to change the lecture hours in the same week. After that the lecturer gives an order that contains a warning indirectly to the student.

3) Data analysis

This condition is included in the preparatory condition which contains warnings by lecturers to students. Students as listeners do not know that the event will occur.

4. Sincerity Condition

Sincerity condition is a condition where the speaker said sincerely and for the act, it should be carried out sincerely. According to Yule (2003:50) sincerity conditions is a condition that must be fulfilled if the act is said to be carried out sincerely, but failure to meet such a condition does not prevent the carrying out of the act altogether. Congratulations on passing your exam For a promise, the speaker intends to carry out the future action,

In the finding, there are 10 sincerity condition in lecturing process or 17.8% which is divided in two meetings, they are 2

condition in the first meeting and 8 condition in the second meeting.

Below there are some example of sincerity condition:

a. M1/24/S

1) Data description

L: *Ok, Thankyou Dian. Give applause!*

S: applause

L: *Ok. Next siapa yang mau maju lagi ?*

S: saya pak.

L: Ok, silahkan Maju.

2) Context situation

The utterances above there are a response and effect by the lecturer and students. The Lecturer commanded the students to do applause. Clearly, the students would obey his saying.

3) Data analysis

From that case, the condition is sincerity condition. we know that there is an effect because of a command by the lecturer. The students do that action without forced. They do it spontaneously.

b. M1/26/S

1) Data description

L: Ok, thankyou. Nah semua sudah paham ya bagaimana cara introduce yang baik. *I think enough for today, i hope*

that you all understand with the material, mari kita tutup dengan bacaan hamdalah bersama-sama.

S: Alhamdulillah

2) Context situation

This is the closing section, the lecturer thanked the students and stressed again that they understood the material presented. The lecturer sincerely expressed his hopes to the students, then the lecturer asked the students to say hamdalah together.

3) Data analysis

The above conditions are included in a sincerity condition because lecturers sincerely convey hope to students, lecturers and students also sincerely show gratitude by saying hamdalah together.

c. M2/29/S

1) Data description

L : Good morning everyone

Ss : Morning.....

L : How's your life?

Ss : Tired....

L : *Yup, I'm no bad, The first time let's saying hamdalah because he's blessing us, we are in a good condition, we are healthy, and please let we say hamdalah together.*

Ss : Alhamdulillahirobbil'amin...

L : And then we will begin our meeting by saying basmalah together.

Ss : Bismillahirohmanirohhim...

2) Context of situation

The conversation above is a conversation about the lecturer who started the lecture opening, the lecturer greeted the students and asked about their situation. Then the lecturer asks students to say hamdalah and basmalah to start the lecture.

3) Data analysis

This condition is included in the sincerity condition because there is a side of sincerity in the lecturers' speech and student response.

5. Essential Condition

Essential condition is a condition where the speakers change their statement for non-obligation to obligation. According to Yule (2003:50) essential conditions cover the fact that by the act of uttering a promise, the speakers thereby intend to create an obligatory to carry out the action as a promised. In other words, the utterance changes the speakers' state from non-obligation to obligation. Similarly, with a warning, under the essential condition, the utterance changes the speakers' state from non-informing of a bad future event to informing. This essential condition thus combines with a specification of what must be in the utterance content, the context, and the speaker's intentions, in order for a specific speech act to be appropriately (felicitously) performed.

In the finding, there are 17 essential condition in lecturing process or 30.5% which is divided in two meetings, they are 8 condition in the first meeting and 9 condition in the second meeting. Below there are some example of essential condition:

a. M1/01/E

1) Data Description

L: *Assalamu'alaikum Warahmatullahi wabarakatuh*

S: Wa'alaikumsalam Warahmatullahi wabarakatuh

2) Context situation

This utterance above is greetings who is said by lecturer in the first meeting when the lecturer enters the class and the students answer the greetings.

3) Data analysis

In Islam, anyone who says greetings is obligatory for listeners to answer. lecturers as greeters, and students as listeners must be obliged to answer so that this condition includes essential conditions.

b. M1/07/E

1) Data description

L: Ok i will ask you one by one. What's your name?

S: My name is Titin

L: Titin?

S: Yes.

L: what should we do to make a good presentition

aS: Make a good topic.

Sl: Titin woy (Laughing)

L: *namamu siapa? Yasudah kamu yang saya kasih poin karena sudah menjawab.*

S: Alhamdulillah, thankyou Sir.

2) Context of situation

This utterance is uttered by the lecturer to his student. The condition is when the lecturer pointed one student in the class to add point but he or she could not answer it. Then, student who knew the answer, he answered the question. Because of that case, preliminary, student must not answer the question because it is not his obligatory. But he answer it, so that his lecturer must give him additional score to him not to the pointed man at first as a promise to student who can answer the question.

3) Data analysis

From the conversation above, it entered into the essential condition because before the lecturer did not give points, it had to be given a point to students who suddenly answered questions.

c. M1/09/E

1) Data description

L: Anda semua pernah tidak sehari saja tidak memegang hp?
Jangankan sehari, sejam saja.

S: pernaaaah

L: kapan?

S: pas tidur (laughing)

L: mulai sekarang peraturan di jam saya , silent your handphone and gunakan disaat penting saja. kalo ada kaitanya sama pelajaran boleh. Kalau tidak ya jangan main hp sendiri!

S: Ya Sir, Insya Allah

2) Context of situatuon

The lecturer asks students about their time when using mobile phones. And then the lecturer gives a warning or regulation that is during the lecture hours, students are prohibited from using cellphones except for matters that are important and related to lectures.

3) Data analysis

From the above phrase, these conditions include essential conditions because the lecturer gives an obligation for students to store cellphones during lectures.

CHAPTER V

CONCLUSION AND SUGGESTION

After reviewing and explaining some types of felicity condition contained in the speaking class of the third semester in English department of IAIN Surakarta, the researcher comes into the last discussion. In this chapter, the researcher presents the outcomes of the research involving conclusion and suggestion.

A. Conclusion

Having analyzed the data as stated in the previous chapter of this study, the researcher makes some conclusions based on the findings and the discussions as follows:

1. After analyzing and discussing it on data analysis, the researcher found out there are 56 felicity conditions occurred in teaching and learning process on the speaking class of the third semester in English Department of IAIN Surakarta. The data were classified into 5 types of felicity condition. they were general condition, content condition, preparatory condition, sincerity condition, and essential condition.
2. From 56 data which are taken by the researcher, essential conditions are more frequently happened than the other felicity condition. The discussion shows that there are 17 (30.5%) data belongs to essential conditions from the total felicity condition shown in classroom. essential condition becomes the dominant data

of the discussion because the utterances in the movie contain a lot of essential. 14 (25%) data belongs to general condition, 9 (16.0%) data belongs to propotional content condition, 6 (10.7%) data belongs to preparatory condition, and 10 (17.8%) data belongs to sincerity condition of felicity.

B. Suggestion

Based on the conclusion above, the researcher proposes the suggestion as follows:

1. For the teachers

This research will be so useful for English lecturers. This can help them in understanding the felicity condition which later they also can use this research to help them in teaching English especially in speaking class.

2. For the students

The researcher hopes that this research can be used by students to study and learn more about the condition of felicity. So that later student also can apply the theory in real life especially in class during teaching learning activity.

3. For the readers

Theoretically, this research hopefully can help the reader in understanding the felicity condition includes its types. So the reader will be able to understand the condition in interaction with others in real life without violating the appropriate rules of felicity.

4. For the researcher

Practically, this research can be used as a reference for other researcher, especially the students at English Literature and English Education Program who want to analyze felicity condition as object in their thesis. The researcher also hopes that this research can motivate and be useful to the other researchers, so that they can find and develop the other method to solve something.

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APPENDICES

Appendix 1. Findings of felicity condition types
in teaching and learning process on the speaking class of the third semester in
English department of IAIN Surakarta

OBSERVATION 1

CLASS : 3B

DATE : Tuesday, September 18th 2018

TIME : 10.20-12.00

PLACE : IAIN SURAKARTA(PPG 205)

TOPIC : WHAT MAKES A GOOD PRESENTATION?

1. General Condition

a. M1/04/G

1) Data description

L: This book is not for one semester ya! This book just for presentation and ketika we will discuss about seminar, and we will discuss about debate we will have another book.

S: Ya sir.

2) Data Analysis

The conditions above belong to general condition because of the participant here is the students. They can understand the language being used and they are not playing acting because. when the lecturer told them to pay attention, they immediately shut up and were more focused on listening to the explanation from the lecturer about a book related to the presentation material Therefore this condition is included in general condition.

3) Context Situation

This is a situation when the lecturer asks attention to students who are less focused during the lecture, then the lecturer explains to the student about a book. The book contains one of the material taught by the lecturer, but is not used for a full semester because it does not contain many topics, the lecturer explains that the book only covers one material, namely about presentation. For other topics another book is needed.

b. M1/12/G

1) Data description

L: You should prepare your mental and your material. Apa itu mental dan material students? Ketika you stand up in front of the audiences you should be confidence, jangan sampai ada rasa malu. Tadi anda bilang morning ladies and gantlemen gimana? MORNING LADIES AND GENTLEMEN , jangan lemes morning ladies and gantlemen..

S: (Laughing)

L: Karena basic principle dari public speaking adalah anda harus buang malunesan. Tapi jangan over confidence, kalo anda over confidence nanti anda akan dinilai sebagai orang yang jayus. Jayus tahu tidak?

S : Garing, garing..

L: Next, material. Material itu apa?

S: Bahan-bahannya.

L: Ya bahan-bahan, logistic perlu gak?

S: Perlu

2) Context situation

This is a situation when the lecturer gives an explanation of how students must prepare mentally and material material during the

presentation. The lecturer practices how to speak in front of the class clearly and confidently.

3) Data analysis

This condition is included in the general condition because the lecturer explains something and gives a practical example so that students as listeners can understand the language used by the lecturer.

c. M1/14/G

1) Data description

L : Ok, the first thing that we must aware, the first thing is remember your audience. Siapakah audience anda, when your audience is anak-anak SD kelas 4 kemudian anda presentasi tentang, Ok adek-adek sekalian today we will discuss about revolution of the earth. paham tidak kira-kira?

S: (laughing), tidak.

L: Nah kira-kira kalau sama adek-adek gimana?

S: good mornig adek-adek, how are you today?

L: Good morning adek-adek we have a story. What is the story? The story is about black magic.

S: yeeeeey (laughing)

2) Context situation

This is the situation when the lecturer gives an explanation to the student, that the first thing that must be considered in the presentation is that the material must be adjusted to who is listening. The lecturer also gives an example if the presentation material given is not appropriate and asks the student whether the material will reach the listener. the lecturer asked students how to present well in front of participants who were still

children and students responded by practicing an opening and the lecturer also gave examples. Then the lecturer emphasized that this was included in the important material of the presentation.

3) Data analysis

This condition is included in general condition because the lecturer gives an explanation to the student. Students as understanding listeners and also respond to what lecturers say when lecturers give a practice.

d. M1/15/G

1) Data description

L: Nah itu bagian dari see audience, kemudian ketika anda berbicara dalam konteks bahasa inggris "today we will discuss english frame in syariah" paham tidak kira-kira? Ini anak pesantren semua gak?

S: tidak

L: apa lagi bukan anak pesantren, gak ada yang paham itu namanya discours atau wacana? Jadi discours itu adalah satu frame atau satu frekuensi makanya stand up comedy itu sering tidak lucu. Karena apa? Dia lupa menyamakan frame nya. Contoh kemarin saya nonton stand up comedy Indosiar, Uus merasa dia lucu padahal tidak lucu bagi anak-anak sekarang. Hallo aku jin kura-kura, tahu tidak jin kura-kura? Tidak tahu kan? Nah itu salah satu wacana yang tidak se frame. Padaha jin kura-kura itu lucu. Tahu tidak dragon ball?

S: owalah iya iya, kakek Rossi.

2) Context situation

The lecturer explained to students about how to equalize the frequency when presenting in front of the audience. The lecturer also gave an example of an event on one of the TV stations.

3) Data analysis

This condition includes general conditions where the lecturer as the speaker gives a serious explanation to the students, and students as listeners can understand. This situation is also not playing around so it is called a general condition.

e. M1/16/G

1) Data description

L: misalkan nih anda kuliah atau presentasi di inggris, my name is Ani, I came from IAIN Surakarta. What is IAIN?

S: HAHAHA

L: *Makanya sebutkan yang lengkap! The State Institute Islamic of Surakarta. Jadi tahu, oh dari situ. Coba bilang IAIN Surakarta, what is IAIN ? iyain ajalah, iya to? Seperti halnya saya bilang FYI. FYI itu for your information. Let's go submit your work ASAP!*

S: As soon as possible

2) Context situation

The lecturer gives an example if there are students studying or presenting abroad and mentioning the word IAIN. Then the lecturer gives advice to students if there are students studying or presenting abroad, students should mention in full about the name of the campus or not abbreviated, so that the audience can understand. The lecturer also gives examples of other abbreviations.

3) Data analysis

This condition includes a general condition because the lecturer gives an explanation to students about the abbreviation of a word that should be explained so that the audience understands what is being conveyed.

f. M1/17/G

1) Data description

L: Nah, paham ya. Itu adalah wacana jadi ketika anda ingin presentasi, first remember your audience and then see who is your audience and then make sure your audience itu satu frame atau satu frekuensi dengan anda. Paham tidak kira-kira?

S: paham pak

L: Misalkan anda presentasi di anak-anak desa, anak-anak desa kan cerita rakyatnya banyak ya. Ada rorojonggrang, malin kundang, ande-ande lumut, ya to ?

S: Iyaa

L: Terus anda cerita, Hallo adek-adek hari ini kakak akan bercerita tentang beauty and the beast. Terus anda bilang, di suatu negeri yang jauh sedang turun salju, Nah jadi remember dan see your audience. Selanjutnya tadi apa?

S: satu frame atau satu frekuensi

2) Context situation

The lecturer reminded again and stressed again so that students really understood, the lecturer gave a brief explanation again about what things should be considered in the presentation which had previously been described. Furthermore, the lecturer gave an example to students about presentations in front of children who live in the village, according to him in the village more dominant folklore then the lecturer asked whether his

opinion was correct and students agreed with the opinion of the lecturer. Then the lecturer gives practice about presentations in front of village children but with foreign fairy tales. So the purpose of the lecturer is to remember who the audience is, the children and see the audience, namely the children who live in the village. Then the lecturer asked the students about the next topic which had been explained earlier and the students answered the lecturers' questions.

3) Data analysis

This condition is included in the general condition because the lecturer gives a more concise explanation of the points that must be considered in the presentation. The lecturer also gave an explanation of the example of a presentation in front of the children, for example the lecturer practiced made students easier to understand the material presented so that this condition falls into the category of general conditions.

g. M1/18/G

1) Data description

L: Nah selanjutnya organize your information and use visual presentation. For example: Fernanda has lost her weight from semester 1 until semester 3 but in the semester 4 fernanda get her weight again. Anda paham tidak saya ngomong seperti itu?

S: iyaaa pak

L: apa?

S: Yaa gitu pak (laughing)

2) Context situation

The lecturer gave further explanation about the presentation material. That is regulating information and visuals. the lecturer gave an example of a statement that Fernanda lost weight from semester 1 to semester 3, then asked if the student understood the statement. And students answered understanding but were still doubtful.

3) Data analysis

This condition is included in the general condition because the lecturer gives a serious explanation about the material and students try to understand the language used by the lecturer.

h. M1/20/G

1) Data description

L: *“ Ladies and gantleman in the first semester Fernanda’s weight is 70 kg”And in the semester two Fernanda lost 10 kg. So, her weight was 60 kg, and in the third semester Fernanda lost 10 kg again. So, her wieght was 50 kg and fortunately in four semester she get increase her weight againn. Jadi kan bisa lihat, Oh ternyata pernah naik. So, ladies and gantleman, what we can conclude from this? Emm.. impact in semester 1 Fernanda get shock with academic campus so she got stress full because a lot of assigment from her lecturer and then she was broke up with her boyfriend so he got impress depresi. Lebih jelas yang mana ?*

S: Lebih jelas yang seperti ini pak, menggunakan diagram.

L: nah, seperti itu.

2) Context situation

The lecturer gave an explanation of the sample visual presentation. The lecturer makes a diagram on the board and shows students about the description of the ups and downs of the student's weight named Fernanda.

3) Data analysis

This condition is included in general condition, because the lecturer explains in detail by showing a diagram to students and students more able to understand what is conveyed by the lecturer.

i. M1/21/G

1) Data description

L: Nah, itu ya. How to make a good presentation. Any question? Ok. Sekarang tugas anda buat singkat saja sebuah kalimat introduction. Jadi anda greeting sebutkan nama, posisi dan kelebihan anda. Jangan lupa ketika presentasi, ketika sudah memperkenalkan diri, anda juga perkenalkan apa yang akan anda sampaikan. I will tell, I will discuss gitu ya! Misalnya gini: I'am Hesti , I'am CEO of Cap Jempol Company. Silahkan anda buat 5 menit.

S: Ya Sir.

2) Context situation

Lecturers give assignments to students about an introduction sentence. He reminded and gave examples of what was first to be done in the presentation. The lecturer gave five minutes to make the assignment.

3) Data analysis.

Conditions are included in general condition because lecturers give orders to students to make an introductory sentence which must then be

displayed in the future and students can understand what is being discussed by the lecturer.

2. Propotional Content condition

a. M1/02/PC

1) Data description

L : Good morning, ok siapa yang belum sarapan?

S: Me, me , me

L: OK, lets eat together

S: Ok, Sir

L: *Yang belum sarapan silahkan bawa sarapan next week ya! Jangan lupa bagi-bagi. sarapan itu mempengaruhi masadepan, kalo sekarang jarang sarapan nanti jadinya generasi lemas dan susah mikir.*

S: Ya Sir, Insy Allah.

2) Context situation

The situation is when the lecturer greets students with good morning greetings and then asks students who have not had breakfast, then the lecturer warns students that breakfast is important and greatly influences the future.

3) Data analysis:

Lecturer warned students that breakfast is important in influencing the future and lecturers also conveyed the consequences for students who never had breakfast. This condition is included in the proportional content condition because it includes a warning and explains the effects received in the future.

b. M1/03/PC

1) Data description

L: hello ladies and gantlement, Hello .. please, itu sudah?

S: Sudah pak.

L: *Mohon perhatian nya ya, if you not focus i'am sure that you can't understand with the next material!*

2) Context of situation

This is a situation when the lecturer speaks, the lecturer asks the student to pay attention to what will be conveyed, otherwise the student will get its own effect, that is, they will not understand the next material.

3) Data analysis

This condition is included in the preparatory condition because the lecturer gives a warning for the long term or for benefits or effects that will occur in the future.

c. M1/13/PC

1) Data description

L: *Don't forget before you present in front of audience anda harus tampil dengan rapi dan wangi! pakai wangi-wangian pakai sepatu! Karena penampilan itu juga penting.*

S: Hehehe, masa ya tidak pakai pak.

2) Context situation

The lecturer gives a warning to students so that they always remember that in their presentation they must look neat and fragrant.

3) Data analysis

This condition is included in the proportional content condition because lecturers provide warnings for the future and long-term effects.

d. M1/19/PC

1) Data description

L: Tapi kalau saya bilang what happen with Fernanda in four semester?

S: Stress

L: *Ya, stress. Anda akan susah kalau membacanya. Tapi kalau saya bilang seperti itu dan saya sajikan data tentang berat badan Fernanda pasti akan lebih mudah dipahami dan akan memudahkan anda nanti di masa depan kalau presentasi, siapa tau jadi Boss perusahaan.*

S: Aamiin.

2) Context situation

The lecturer gave an example of a material description about the presentation of body weight data for one student. And the lecturer believes that if a description is only translated into the usual reading of food to make students difficult, according to the lecturer to convey something will be easier with the presentation of the right data so that students will understand and influence the future in terms of presentation.

3) Data analysis

This condition is included in the proportional content condition because the lecturer as speaker gives a picture of future effects to students as listeners.

3. Preparatory Condition

a. M1/05/P

1) Data description

S: Assalamu'alaikum. I'am sorry sir i'am late

L: *Wa'alaikumsalam. Minggu depan telat lagi ya?*

S: No sir. I promise you that i will try to come on.

L: are u sure?

S: Yes, Sir

L : Yasudah sana duduk.

S: Thankyou, Sir.

2) Context situation

Based on the conversation, it can be seen that there are students entering the class and greeting. The student arrived not on time so the lecturer gave sarcasm, then the student promised that he would always arrive on time, after which the lecturer told the student to sit down.

3) Data analysis

From the above situation it can be concluded that the situation is included in the preparatory condition because suddenly the lecturer gives a satire that can be interpreted as a warning, it makes students promise not to be late again but it is still doubtful whether this will be done correctly.

b. M1/06/P

1) Data description

L: Ok, today we will discuss about how to make a good presentation

S: Astagfirullah

L:*ada apa nduk?*

S: enggak ada apa-apa pak.

L: kayak ada suara, jangan ramai sendiri!

S: iya pak maaf.

2) Context situation

This is a situation when the lecturer will start about discussing the material to be delivered, but suddenly there is one student who is shocked by saying istighfar. This was heard by the lecturer, then the lecturer asked the student about what had happened, but the student assured that there was nothing. The lecturer was still curious and asked the student to shut up and pay attention.

3) Data analysis

The above conditions are included in the preparatory condition because of a situation that requires the lecturer to give a sudden warning to the student, and the student's statement implies a promise not to do anything else (not paying attention to lectures).

c. **M1/08/P**

1) Data description

L: *Itu yang di pojok. Please keep your handphone!*

S: Ya pak.

L: itu masih kamu pegang?

S: tidak pak, saya sudah gak main hp.

2) Context of situation

The expression of the lecturer who spontaneously gave a warning to one of the students who played handphone during the lecture. the lecturer told the student to save the cellphone. But the lecturer still doubted whether

the student had kept the cellphone, then the student assured him that he really had not played the cellphone.

3) Data analysis

The conditions above belong to the preparatory condition of warning. Because of the speech from the lecturer who suddenly gave a warning to the students. Student as the hear will not know the event will occur.

d. **M1/22/P**

1) Data description

(5 minute later)

L: *Ok. You came forward!*

S: Saya belum selesai pak. Tambah lima menit lagi pak, nanti saya akan maju.

L: *are you sure lima menit lagi selesai?*

S: *Insya Allah pak.*

2) Context situation

After the lecturer gives the students five minutes to make the assignment then the lecturer appoints one student, but the student appointed by the lecturer says that he is not finished and promises to complete within five minutes.

3) Data analysis

This condition is included in the preparatory condition because the student gives an appointment to the lecturer to immediately complete his task but it is not yet known whether this will happen.

4. Sincerity Condition

a. M1/10/S

1) Data description

L: *Ok, Thankyou Dian. Give applause!*

S: *applause*

L: *Ok. Next siapa yang mau maju lagi ?*

S: *saya pak.*

L: *Ok, silahkan Maju.*

2) Context situation

The utterances above there are a response and effect by the lecturer and students. The Lecturer commanded the students to do applause. Clearly, the students would obey his saying.

3) Data analysis

From that case, the condition is sincerity condition. we know that there is an effect because of a command by the lecturer. The students do that action without forced. They do it spontaneously.

b. M1/24/S

1) Data description

L: *Ok, thankyou. Nah semua sudah paham ya bagaimana cara introduce yang baik. I think enough for today, i hope that you all understand with the material, mari kita tutup dengan bacaan hamdalah bersama-sama.*

S: *Alhamdulillah*

2) Context situation

This is the closing section, the lecturer thanked the students and stressed again that they understood the material presented. The lecturer

sincerely expressed his hopes to the students, then the lecturer asked the students to say hamdalah together.

3) Data analysis

The above conditions are included in a sincerity condition because lecturers sincerely convey hope to students, lecturers and students also sincerely show gratitude by saying hamdalah together.

5. Essential Condition

a. M1/01/E

1) Data Description

L: *Assalamu'alaikum Warahmatullahi wabarakatuh*

S: Wa'alaikumsalam Warahmatullahi wabarakatuh

2) Context situation

This utterance above is greetings who is said by lecturer in the first meeting when the lecturer enters the class and the students answer the greetings.

3) Data analysis

In Islam, anyone who says greetings is obligatory for listeners to answer. lecturers as greeters, and students as listeners must be obliged to answer so that this condition includes essential conditions.

b. M1/07/E

1) Data description

L: Ok i will ask you one by one. What's your name?

S: My name is Tititn

L: Titin?

S: Yes.

L: what should we do to make a good presentation

aS: Make a good topic.

Sl: Titin woy (laughing)

L: *namamu siapa? Yasudah kamu yang saya kasih poin karena sudah menjawab.*

S: Alhamdulillah, thank you Sir.

2) Context of situation

This utterance is uttered by the lecturer to his student. The condition is when the lecturer pointed one student in the class to add point but he or she could not answer it. Then, the student who knew the answer, he answered the question. Because of that case, preliminary, student must not answer the question because it is not his obligatory. But he answer it, so that his lecturer must give him additional score to him not to the pointed man at first as a promise to student who can answer the question.

3) Data analysis

From the conversation above, it entered into the essential condition because before the lecturer did not give points, it had to be given a point to students who suddenly answered questions.

c. M1/09/E

1) Data description

L: Anda semua pernah tidak sehari saja tidak memegang hp? Jangankan sehari, sejam saja.

S: pernaaaah

L: kapan?

S: pas tidur (laughing)

L: *mulai sekarang peraturan di jam saya , silent your handphone and gunakan disaat penting saja. kalo ada kaitanya sama pelajaran boleh. Kalau tidak ya jangan main hp sendiri!*

S: Ya Sir, Insya Allah

2) Context of situatuon

The lecturer asks students about their time when using mobile phones. And then the lecturer gives a warning or regulation that is during the lecture hours, students are prohibited from using cellphones except for matters that are important and related to lectures.

3) Data analysis

From the above phrase, these conditions include essential conditions because the lecturer gives an obligation for students to store cellphones during lectures.

d. M1/10/E

1) Data description

L: when you awake, even one, apa?

S: Sholaat

L: masa? anda sekarang itu lebih suka melihat hp daripada melihat buku, iyakan ? I will ask you, How many pages in the day you read? Tak terhitung atau tak merem atau tak pernah membaca? Paling tidak if you want to be a good academition you should read at 50 pages in the day. Just 50 pages each book.

S: Iya Sir, Insya Allah

L: Anda pernah membaca novel ayat-ayat cinta?

S: pernah

L: How many times you finished ayat-ayat cinta ?

S: kurang dari seminggu.

L: *I just 6 Hours*

S: Wooooow

L: you know novel laskar pelangi? Gak pernah baca novel laskar pelangi?

S: pernah.

2) Context of situation

Based on the conversation above, the lecturer asked his students about the recent books that they had read. Then, one student answered the question. The lecturer asked them about a book entitled “Ayat-ayatCinta”. Based on the situation of teaching learning process, the discussion is about how to present a material but in the case above, the lecturer asked about the novel.

3) Data analysis

It included in Essential Condition because the speaker said the information that does not need to be mentioned in the process of teaching learning.

e. M1/11/E

1) Data description

L: eh tadi sampai mana ya?

S: keep the handphone

L: *Oh iya, please keep your handphone and i will ask you, what's your name?*

S: Tiara

L: ok Tiara, what should be do to our presentation good? Jangan baca, menurut anda kira-kira apa saja untuk membuat presentasi kalian itu bagus?

S: Prepare material.

L: Ok. Coba kamu, What's your name?

S: My name is Hesti

L: Hesti Purwosari? Apa?

S: Menyiapkan mental pak.

2) Context situation

The lecturer reminded students to store their cellphones. Then the lecturer continues the material by giving questions that must be answered by several students who are appointed directly by the lecturer.

3) Data analysis

This condition is included in the essential condition because based on the above conversation, students must answer several questions because they have been appointed by the lecturer.

f. M1/23/E

1) Data description

L: *Yasudah kalau begitu Dian saja yang maju. Sudah selesaikan?*

S: Ya, Sir.

L: Ok, Silahkan!

S: Hallo Friend, My name is Dian Tri Wibowo. I'am CEO from Sun Flower and some one tell me if i'am speak fast and some time they don't know what i'am say. I'am very cheerful

L: *I'am simple, single and cheerful gitu dong!*

S: I'am simple, single and cheerful. Alhamdulillah!

2) Context situation

The situation when previously there was a student appointed one of the students but the student was not finished so it required the lecturer to appoint other students. Then the student who has just been appointed by the lecturer must advance because he has completed his assignment.

3) Data analysis

This condition is included in the essential condition because the initial student A is appointed by the lecturer is not ready to go forward, thus requiring the lecturer to appoint other students. Student B, who should not have come forward, has come to the front of the class.

g. M1/25/E

1) Data description

S: Assalamu'alaikum, Goodmorning friends. Oke, first of all let me introduce my self before. My name is Novia Wahyu Ningsih. You can callme Novia, I'am student university of Islamic State Institute of Surakarta. I Major English Education. English is difficult right? My super word is "Just Do It!"

L : *Please, body language!*

S: Just do it! Do, do and do!

L: *ulangi, ulangi yang semangat!*

S: My super word is "Just do it! Do, do and do! Ok, thankyou. And i will tel you about education and bla bla bla . Thankyou wassalamu'alaikum wr wb..

2) Context situation

The student was saying something but the lecturer felt something less. The lecturer asked the student to move her body language by saying "*Please, body language!*"

3) Data analysis

Based on the utterance above , the condition is essential condition because the lecturer give her obligatory to his student to move the body language. At the last, the student obeyed that command as her lecturer said.

Then, the lecturer pressed his command by saying *ulangi, ulangi yang semangat!*

h. M1/27/E

1) Data description

L: *Wassalamu'alaikum warahmatullahi wabarakatuh.*

S: *Wa'alaikumussalam warahmatullahu wabarakatuh.*

2) Context situation

The above statement is the closing greeting spoken by the lecturer to the student, marking the end of the lecture that day.

3) Data analysis

In Islam, anyone who says greetings is obliged to answer. Here the lecturer as a utterer and students as listeners must be obliged to answer so that this condition is included in the essential condition.

OBSERVATION 2

CLASS : 3B

DATE Tuesday, October 2nd 2018

TIME : 10.20-12.00

PLACE : IAIN Surakarta (PPG 205)

TOPIC : WHAT MAKES A GOOD PRESENTATION?

1. General Condition

a. M2/34/G

1) Data description

L : Oke students, today we will discuss about presentation of step. For example how to use eraser board. The first swipe your eraser softly. If you needed faster you swipe faster ya too. After that say hamdallah together. Jadi caranya ada berapa? Misalkan nih cara erase the board ada 6, ada 6 step. So you divide each step masing-masing. Misalnya, kelompoknya terdiri dari 3 orang, berarti ada 3 speaker. Jadi step 1 dan 2 presented by speaker 1, step 3 dan 4 presented by speaker 2. Step 5 dan 6 presented by speaker 3. Kalau Cuma ada 3 step yasudah berarti one by one. Oke, see what i mean?

Ss: iyaa, sir.

2) Context situation

This is the second meeting. At the opening, the lecturer directly to the core points explained what would be discussed during the lecture that day. That is about the presentation explaining the steps. The lecturer gives an example of steps to use the whiteboard eraser. The lecturer also explained about group division, 1 group consisted of several people. And each person from the group must present the steps according to the total step and fair distribution is carried out.

3) Data analysis

This condition is included in the general condition because the lecturer explains in a language that can be understood by students and lecturers who are not playing roles. Lecturers provide examples and practices and students must do what the lecturer exemplifies.

b. M2/36/G

1) Data description

L: Misalkan ini ada sebuah pulpen. Tadi kan how to erase board, sekarang how to use pulpen. Misalnya anda mau mendeskripsikan tentang pulpen. Black magic pulpen, this pulpen can give you really picture. If you made a picture in a board or on a papper, the picture will be real.

Ss: (laughing)

L: gitu ya, jadi silahkan anda bikin presentasi, presentasinya dibagi rata nanti speaker 1 itu opening sekaligus masuk presentasi dan speaker 3 sekaligus closing. 10 menit ya.

Ss: ya sir.

(10 minute later)

2) Context situation

The lecturer gave a clearer parable to students about the other steps, how to use a pen, here the lecturer gave a little joke.

3) Data analysis

This condition is included in general condition because the lecturer provides further explanation with additional examples, so that students can better understand the material.

c. M2/47/G

1) Data description

L: Nah, harusnya wind jadi wine, terus apa lagi?

S: Banyak pak

L: *Masih banyak ya tadi, jadi silahkan lebih baik lagi. Topiknya boleh sama, but still with your similiar group.*

S: Iya pak.

2) Context situation

The lecturer gave an explanation to the student about the wrong pronunciation, and the lecturer also explained to the students that next week's presentation might be on the same topic and group

3) Data analysis

This condition includes general condition because the lecturer explains something and the language delivered by the lecturer can be understood by students as listeners.

d. M2/48/G

1) Data description

L: *And remember when you presentation jangan terlalu cepat, yang pentingkan orang itu bisa mendengarkan apa yang anda bicarakan dengan jelas. Tadi kaya siapa, mas Ma'ul? I would like to give you presentation about hang hang phone.*

Ss: hang hang hang phone

L: Handphone yang ngehang, ya to? Jangan terlalu cepat! medok is okay karena saya aliran universal, jadi your medok is welcome. Medok memang susah dihilangkan. Sebenarnya bisa kalau anda latihan terus. contohnya

gini this is my bottle, tapi kalau anda pasti ada medoknya, jadi this is my bottle.

Ss: (laughing)

L: nah yang penting anda itu komunikatif, jadi bahasa inggris yang anda sampaikan itu komunikatif.

Ss : iya pak

2) Context situation

The lecturer appealed to students, not to be too quick to speak when presenting. For lecturers, it is not a problem because it is indeed difficult to eliminate, but it is better for students to continue practicing so that they do not go down again and the English delivered is communicative.

3) Data analysis

The above conditions are included in the general condition because the lecturer explains something related to the material and the lecturer also gives several examples so that the language delivered by the lecturer can be understood by listeners, namely students.

e. M2/51/G

1) Data description

L: Oh iya, maksud saya anda presentasi well itu anda harus serius. Kalau mau pakai alat pendukung tidak apa-apa. Contohnya jika mau present tentang doraemon terus anda pakai kostum doraemon tak apa.

S: (laughing)

2) Context situation

The lecturer provides an explanation of the purpose of a good presentation, that is, students must be really serious. And when the lecturer presentation allows students to bring supporting tools for presentations. Students who hear immediately respond with laughter because the lecturer gives a unique example.

3) Data analysis

The above conditions are included in the general condition because the lecturer gives an explanation and gives an example that can be understood by students.

2. Propotional Content condition

a. M2/30/PC

1) Data description

L: *I'am sorry because last week i can't came in this class because there are certain reason. Saya usahakan kedepannya untuk selalu masuk.*

S: janji ya pak?

L: Insyallah

S: jangan masuk terus ding pak

Ss: (laughing)

2) Context situation

From the conversation above, it can be seen that the lecturer apologized to the students because last week the lecturer was unable to attend the lecture, then the lecturer promised to try to attend the upcoming meeting.

3) Data analysis

The conditions above are included in the proportional content condition because the lecturer promises to try something for the future but the listener does not know for sure whether this will happen or not.

b. M2/33/PC

1) Data description

L: *Jangan bolos! nanti kalau anda masuk terus saya nilai anda akan bagus.*

Ss: Alhamdulillah.

2) Context of situation

Lecturers give promises to students that they will give good values if they are not absent from the lecture. And students respond positively with expressions of gratitude.

3) Data analysis

Based on the conversation above, the condition is included in the proportional content condition because the lecturer gives promises for the future that is giving good value to students who are diligent in entering the class.

c. M2/42/PC

1) Data description

L: *Begitu ya, ekspresi kalian dalam presentasi itu sangat mempengaruhi, tapi jangan terlalu ekspresif juga. Di ingat ya biar nanti kalau anda presentasi biar terbiasa dan jadi bagus!*

S: Iya sir.

2) Context situation

Lecturers are happy with the appearance of students. The lecturer said that the expression when the presentation was important, then the lecturer gave a warning to students to always pay attention to expressions when presenting in the future.

3) Data analysis

The above situation is included in the proportional content condition because the lecturer gives a warning that produces future effects.

d. M2/46/PC

1) Data description

L: thankyou very much, thankyou very much. Today presentation is good presentation and i hope you make next presentation with another topic, with preparation. Jadi please prepare your next presentation. Something uniq tapi dengan preparasi yang baik karena apa? Tadi sudah bagus Cuma masih banyak pronounciationnya yang kurang benar, contohnya ap tadi?

Ss: wine

2) Context situation

The lecturer expressed his gratitude to the students and expressed his hopes to the students. The lecturer also warned students about delivering the next material to be better in the future.

3) Data analysis

Based on the conversation above, the condition is included in the proportional content condition because the lecturer gives a warning to students about the next appearance in the future.

e. M2/53/PC

1) Data description

L: *kalau anda kreatif, would you have done already itu bisa nanti jenengan bikin konten dalam instagram. Yang Lisa bikin, yang hesti bikin, terus siapa itu?*

Ss: Leni.

L: nah yang Leni bikin. Itu bisa jadi konten dalam instagram. Kita bikin saja Instagram english fun gitu. Jadi jangan hanya nonton yang aduh gaes panas banget gaes..

Ss: Yhaaaa (laughing)

S: mblereng gaes!

L: itu kontent macam apa itu. Jadi anda kan bisa melatih bahasa Inggris, sekaligus malah bisa stand up comedy tapi yang mendidik. Gitu ya!

Ss: iya, Sir.

2) Context situation

From the conversation above, it can be seen that the lecturer indirectly guarantees students if they are more creative so they can get benefits in the future, one example of which is making Instagram content that contains fun English education, rather than containing things that are not important. It can also practice their English.

3) Data analysis

This condition is included in the proportional content condition because the lecturer provides submissions that contain promises or effects that are useful for creative students.

3. Preparatory Condition

a. **M2/32/P**

1) Data description

S: Yaaah

L: *Kenapa? Silahkan kalau anda mau bolos!*

S: tidak pak

2) Context situation

One of the students seemed to complain because before the lecturer had given the obligation to change the lecture hours in the same week. After that the lecturer gives an order that contains a warning indirectly to the student.

3) Data analysis

This condition is included in the preparatory condition which contains warnings by lecturers to students. Students as listeners do not know that the event will occur.

b. **M2/52/P**

1) Data description

L: Dan dan dan, kalau anda kreatif.. Hallo?

Ss: Hai

L: *perhatikan sebentar!*

Ss: iya pak.

2) Context situation

The lecturer asked attention to students because there were several students who were not paying attention to the lecturers' submission.

3) Data analysis

This condition is included in the preparatory condition because suddenly the lecturer gives a warning to students because of their condition that does not pay attention to what is conveyed by the lecturer.

4. Sincerity Condition

a. M2/28/S

1) Data description

L : Good morning everyone

Ss : Morning.....

L : How's your life?

Ss : Tired....

L : *Yup, I'm no bad, The first time let's saying hamdalah because he's blessing us, we are in a good condition, we are healthy, and please let we say hamdalah together.*

Ss : Alhamdulillahirobbil'alamin...

L : And then we will begin our meeting by saying basmalah together

Ss : Bismillahirohmanirohhim

2) Context of situation

The conversation above is a conversation about the lecturer who started the lecture opening, the lecturer greeted the students and asked about their situation. Then the lecturer asks students to say hamdalah and basmalah to start the lecture.

3) Data analysis

This condition is included in the sincerity condition because there is a side of sincerity in the lecturers' speech and student response.

b. M2/37/S

1) Data description

L: *Ayo siapa yang mau maju. Tidak ada yang mau maju?*

S: *Grup saya pak.*

L: *Oke, silahkan!*

2) Context situation

The lecturer asks students about who will come to the front of the class to present, then one student proposes to come forward with the group members.

3) Data analysis

The above conditions are included in the sincerity condition because when the lecturer asks who will advance in front of the class, one of the groups sincerely volunteered. This contains a condition of sincerity.

c. M2/39/S

1) Data description

L: *OK. Thankyou.*

Ss: *(applause)*

2) Context situation

One group consisting of 3 students made a presentation in front of the class according to the instructions of the lecturer. They presentation about the steps of using a traditional fan. After closing the presentation the

lecturer thanked them. Students applaud the group that has advanced in the class.

3) Data analysis

The above conditions include a sincerity condition because the lecturers sincerely expressed their gratitude and other students gave sincere applause.

d. M2/41/S

1) Data description

S1: Good morning friends! We are from group five we will tell you about how to take a selfie. First take your mobile phone and open the camera application

S2: and then stay in front of camera, don't forget to turn on your beauty camera.

S3: and then prepare your self and take the photos and say cheese.

L: *Ok, thankyou! Nah ini lebih kompak dan ekspresif.*

Ss: *(applause)*

2) Context situation

The situation above is the situation of a group of students who advanced second place according to the instructions of the lecturer. They advanced to present according to the material provided by the lecturer. They choose the topic, namely how to take selfies. There were 3 people present in front of the class. After that the lecturers thanked the group and argued that the group was more compact and expressive.

3) Data analysis

Based on the expressions conveyed by the lecturer, the condition is included in the sincerity condition because the lecturer sincerely argues and praises the student's appearance. And other sincerity can be seen from the responses of other students regarding the appearance of the second group that has just come to the front of the class namely by giving applause without orders or happening by it self.

e. M2/42/S

1) Data description

L: I lagi terakhir, siapa?

S: Kelompok saya pak.

L: Ok!

2) Context situation

The lecturer asked the students which group would advance for the last time. And there is one group that responds and forwards the class for the presentation.

3) Data analysis

The situation is included in a sincerity condition because when the lecturer asks there are students who want to advance to the class without coercion, this condition contains sincerity because students submit themselves.

f. M2/50/S

1) Data description

L: *Debat-debat biasa gitu ya, ya pokoknya itu materi selanjutnya. Any question?*

S: *Me, sir.*

L: *iya, you..*

2) Context situation

The lecturer asked students who might not understand about the lecturer explanation, then one of the students responded.

3) Data analysis

The above conditions are included in a sincerity condition because when the lecturer conveys his speech there are students who sincerely volunteered to ask.

g. M2/54/S

1) Data description

L: *Makanya tadi saya bilang kalau ada waktu luang silahkan anda bikin dokumentasi sebuah video atau apa. Ok ada pertanyaan?*

S: *Saya pak.*

L: *ya, silahkan.*

2) Context situation

The lecturer asked students who might not understand about the lecturer explanation, then one of the students responded.

3) Data analysis

The above conditions entered into a sincerity condition because when the lecturer delivered his speech, there were students who sincerely volunteered to ask questions.

h. M2/55/S

1) Data description

L: There is no question, see you on the next presentation. Mudah-mudahan saya minggu depan tidak ada acara.

Ss: yaaaah.

L: *Ini Alhamdulillah juga saya senang sekali saya free. Kemarin-kemarin itu saya kemana-mana. Ok, lets close our class today with saying hamdallah together!*

Ss: *Alhamdulillahirobbilalamin.*

2) Context situation

The lecturer expressed his hope that next week he could attend the class and the lecturer was also happy because today he could attend the class. Then the lecturer invites students to close the meeting that day by saying hamdalah together.

3) Data analysis

The above conditions are included in the sincerity condition because there is a condition of sincerity from the expectations of the lecturer and also an expression of gratitude when closing the lecture that day.

5. Essential Condition

a. M2/28/E

1) Data description

L : *Assalamu"alaikum wa rahmatullahi wa barakatuh*

S : *Wa"alaikum salam wa rahmatullahi wa barakatuh*

2) Context situation

The greeting is the opening greeting spoken by the lecturer at the beginning of the meeting when the lecturer enters the class and the student answers the greeting.

3) Data analysis

In Islam, anyone who says greetings is obligatory for listeners to answer. Here the lecturer as the greeter and the student as the listener must be obliged to answer so that this condition falls into the essential condition.

b. M2/31/E

1) Data description

L: *untuk pertemuan minggu kemarin diganti jadi minggu ini ya. So, in this week we met 2 meeting.*

2) Context situation

The lecturer told the students that last week's meeting was replaced this week. In the utterance above, indicates that the condition is changing because of making agreement or promise.

3) Data analysis

Essential conditions cover the fact that by the act of uttering a promise, the speakers thereby intend to create an obligatory to carry out the action as a promise. The promise is when the Lecturer changed the day of the previous meeting into next week. The effect is the students must join the class next week as the substitute class.

c. M2/35/E

1) Data description

L: Ok, now i will divide you into group. Berhitung yaa. Hallo, jangan pada ribut dulu!

Ss: iyaa pak

2) Context situation

The lecturer divides students into several groups by giving orders to students to count.

3) Data analysis

This condition includes the essential condition because it is a mandatory condition for students to divide groups.

d. M2/37/E

1) Data description

S: Ok. Assalamu'alaikum warahmatullahi wabarakatuh

L&S: Wa'alaikumsalam warahmatullahi wabarakatuh

2) Context situation

One of the students said his opening greetings and the other lecturers and students answered the greeting.

3) Data analysis

The above conditions include the essential condition because answering the legal greetings is mandatory. So this condition is included in the essential condition.

e. M2/40/E

1) Data description

L: Ok. Jadi sudah benar ya, speaker pertama membuka speaker tiga sekalian penutup. Yang bagian swing harus ada gayanya ya! Ok, selanjutnya langsung saya tunjuk saja ya? Grup yang itu, please come forward!

S: Kelompok saya pak?

L: Iya, silahkan maju! Kalau pembukaanya mau bareng-bareng silahkan. Don't forget ya, kemarin kan sudah latihan memperkenalkan diri. Ayo dimulai!

2) Context situation

The lecturer comments on the group that has advanced the presentation. Then the lecturer directly appoints the next group to come to the front of the class.

3) Data analysis

The group that advances to the class is the group appointed by the lecturer directly without planning. Student groups must move forward according to the instructor's sudden instructions. The above conditions include essential conditions because things that are not originally required to become mandatory.

f. M2/44/E

1) Data description

S : Assalamu 'alaikum wa rahmatullahi wa barakatuh

L & Ss : Wa'alaikum salam wa rahmatullahi wa barakatuh

2) Context of situation

Students give opening greetings to start the presentation in front of the class, lecturers and other students as listeners answer the greeting

3) Data analysis

This condition includes essential conditions. here the lecturer as a listener answers the greetings that the greeting is obligatory to answer.

g. M2/45/E

1) Data description

S: taking under van wine

L: *wind*

S: wind (laughing)

L: angin to?

S: iya pak.

L: kalo wine itu lak yang buat minum-minum itu.

2) Context of situation

Students who are presenting in front of the class are wrong in the pronunciation, then the lecturer confirms that.

3) Data analysis

The above conditions are included in the essential condition because the lecturer who initially just kept paying attention, so had to provide information to students because of the wrong speech.

h. M2/49/E

1) Data description

L: *ok, jadi kelompoknya tetap. Saya minta anda presentasi waktunya 10 menit minimal dan itu akan saya jadikan nilai UAS. You get the point?*

Ss: *yess*

L: *jadi harapannya 2 minggu sudah selesai, setelah itu kita akan mencoba debate, pernah debat nggak?*

Ss: *pernah*

2) Context situation

Lecturers give time to students for next week's presentation with a minimum of 10 minutes and the presentation will be used as a UAS value. Then the lecturer hopes that in 2 weeks the material will be finished and go to the next material, which is about debate.

3) Data analysis

The above conditions are included in the essential condition because it is mandatory for students to prepare presentation material in the coming week. And the lecturer is also obliged to give an assessment to students.

i. M2/56/E

1) Data description

L : *thankyou so much. Wassalamu''alaikum wa rahmatullahi wa barakatuh*

S : *Wa''alaikum salam wa rahmatullahi wa barakatuh*

L : *See you*

2) Context situation

The above statement is the closing greeting spoken by the lecturer to the student, marking the end of the lecture that day.

3) Data analysis

In Islam, anyone who says greetings is obligatory for listeners to answer. Here the lecturer as the greeter and the student as the listener must be obliged to answer so that this condition falls into the essential condition.

**Appendix 2. Transcripts of Felicity Condition in Teaching and Learning Process
on the Speaking class of the Third Semester in English Department of IAIN**

Surakarta

TRANSCRIPT 1

CLASS : 3B

DATE : Tuesday, September 18th 2018

TIME : 10.20-12.00

PLACE : IAIN SURAKARTA (PPG 205)

TOPIC : WHAT MAKES A GOOD PRESENTATION?

L : Assalamu'alaikum warahmatullahi wabarakatuh.

S : Wa'alaikumsalam warahmatullahi wabarakatuh.

L : Good morning, ok siapa yang belum sarapan?

S : Me, me , me

L : OK, lets eat together

S : Ok, Sir

L : Yang belum sarapan silahkan bawa sarapan next week ya! Jangan lupa
bagi-bagi. sarapan itu mempengaruhi masadepan, kalo sekarang jarang
sarapan nanti jadinya generasi lemas dan susah mikir.

S : Ya Sir, Insha Allah.

L : Hello ladies and gantlement, Hello .. please, itu sudah?

S : Sudah pak.

L : Mohon perhatian nya ya, if you not focus i'am sure that you can't
understand with the next material!

L : This book is not for one semester ya! This book just for presentation and ketika we will discuss about seminar, and we will discuss about debate we will have another book

S : Ya sir.

S : Assalamu'alaikum. I'am sorry sir i'am late

L : Wa'alaikumsalam. Minggu depan telat lagi ya?

S : No sir. I promise you that i will try to come on.

L : Are u sure?

S : Yes, Sir

L : Yasudah, sana duduk!

S : Thankyou, Sir.

L : Ok, today we will discuss about how to make a good presentation

S : Astagfirullah

L : Ada apa nduk?

S : Enggak ada apa-apa pak.

L : Kayak ada suara, jangan ramai sendiri!

S : Iya pak maaf.

L : Ok i will ask you one by one. What's your name?

S : My name is Tititn

L : Titin?

S : Yes.

L : What should we do to make a good presentition.

S : Make a good topic.

Ss : Titin woy (laughing)

L : Namamu siapa? Yasudah kamu yang saya kasih poin karena sudah menjawab.

S : Alhamdulillah, thankyou Sir.

L : Itu yang di pojok. Please keep your handphone!

S : Ya pak.

L : Itu masih kamu pegang?

S : Tidak pak, saya sudah gak main hp.

L : Anda semua pernah tidak sehari saja tidak memegang hp? Jangankan sehari, sejam saja.

S : Pernaaaah

L : Kapan?

S : Pas tidur (laughing)

L : Mulai sekarang peraturan di jam saya , silent your handphone and gunakan disaat penting saja. kalo ada kaitanya sama pelajaran boleh. Kalau tidak ya jangan main hp sendiri!

S : Ya Sir, Insya Allah

L : When you awake, even one, apa?

S : Sholaat

L : Masa? anda sekarang itu lebih suka melihat hp daripada melihat buku, iyakan ? I will ask you, How many pages in the day you read? Tak terhitung atau tak merem atau tak pernah membaca? Paling tidak if you want to be a good academition you should read at 50 pages in the day. Just 50 pages each book.

S : Iya Sir, Insya Allah

L : Anda pernah membaca novel ayat-ayat cinta?

S : pernah

L : How many times you finished ayat-ayat cinta ?

S : Kurang dari seminggu.

L : I just 6 Hours

S : Wooooow

L : You know novel laskar pelangi? Gak pernah baca novel laskar pelangi?

S : Pernah.

L : Eh tadi sampai mana ya?

S : Keep the handphone

L : Oh iya, please keep your handphone and i will ask you, what's your name?

S : Tiara

L : Ok Tiara, whats should be do to our presentation good? Jangan baca, menurut anda kira-kira apa saja untuk membuat presentasi kalian itu bagus?

S : Prepare material.

L : Ok. Coba kamu, What's your name?

S : My name is Hesti

L : Hesti Purwosari? Apa?

S : Menyiapkan mental pak.

L : You should prepare your mental and your material. Apa itu mental dan material students? Ketika you stand up in front of the audiences you should be confidence, jangan sampai ada rasa malu. Tadi anda bilang

morning ladies and gantlemen gimana? MORNING LADIES AND GANTLEMEN , jangan lemes morning ladies and gantlemen..

S : (Laughing)

L : Karena basic principle dari public speaking adalah anda harus buang malunesan. Tapi jangan over confidence, kalo anda over confidence nanti anda akan dinilai sebagai orang yang jayus. Jayus tahu tidak?

S : Garing, garing..

L : Next, material. Material itu apa?

S : Bahan-bahannya.

L : Ya bahan-bahan, logistic perlu gak?

S : Perlu

L : Don't forget before you present in front of audience anda harus tampil dengan rapi dan wangi! pakai wangi-wangian pakai sepatu! Karena penampilan itu juga penting.

S : (laughing) masa ya tidak pakai pak.

L : Ok, the first thing that we must aware, the first thing is remember your audience. Siapakah audience anda, when your audience is anak-anak SD kelas 4 kemudian anda presentasi tentang, Ok adek-adek sekalian today we will discuss about revolution of the earth. paham tidak kira-kira?

S : (laughing) tidak.

L : Nah kira-kira kalau sama adek-adek gimana?

S : Good mornig adek-adek, how are you today?

L : Good morning adek-adek we have a story. What is the story? The story is about black magic.

- S : Yeeeeey (laughing)
- L : Nah itu bagian dari see audience, kemudian ketika anda berbicara dalam konteks bahasa inggris “today we will discuss english frame in syariah” paham tidak kira-kira? Ini anak pesantren semua gak?
- S : Tidak
- L : Apa lagi bukan anak pesantren, gak ada yang paham itu namanya discours atau wacana? Jadi discours itu adalah satu frame atau satu frekuensi makanya stand up comedy itu sering tidak lucu. Karena apa? Dia lupa menyamakan frame nya. Contoh kemarin saya nonton stand up comedy Indosiar, Uus merasa dia lucu padahal tidak lucu bagi anak-anak sekarang. Hallo aku jin kura-kura, tahu tidak jin kura-kura? Tidak tahu kan? Nah itu salah satu wacana yang tidak se frame. Padaha jin kura-kura itu lucu. Tahu tidak dragon ball?
- S : Owalah iya iya, kakek Rossi.
- L : Misalkan nih anda kuliah atau presentasi di inggris, my name is Ani, I came from IAIN Surakarta. What is IAIN?
- S : (laughing)
- L : Makanya sebutkan yang lengkap! The State Institute Islamic of Surakarta. Jadi tahu, oh dari situ. Coba bilang IAIN Surakarta, what is IAIN ? iyain ajalah, iya to? Seperti halnya saya bilang FYI. FYI itu for your information. Let’s go submit your work ASAP!
- S : As soon as possible
- L : Nah, paham ya. Itu adalah wacana jadi ketika anda ingin presentasi, first remember your audience and then shee who is your audience and then

make sure your audience itu satu frame atau satu frekuensi dengan anda.

Paham tidak kira-kira?

S : Paham pak

L : Misalkan anda presentasi di anak-anak desa, anak-anak desa kan cerita rakyatnya banyak ya. Ada rorojonggrang, malin kundang, ande-ande lumut, ya to ?

Ss : Iyaa

L : terus anda cerita, Hallo adek-adek hari ini kakak akan bercerita tentang beauty and the beast. Terus anda bilang, di suatu negeri yang jauh sedang turun salju, Nah jadi remember dan see your audience. Selanjutnya tadi apa?

S : Satu frame atau satu frekuensi

L : Nah selanjutnya organize your information and use visual presentation. For example: Fernanda has lost her weight from semester 1 until semester 3 but in the semester 4 fernanda get her weight again. Anda paham tidak saya ngomong seperti itu?

S : Iyaaa pak

L : Apa?

S : Yaa gitu pak (laughing)

L : Tapi kalau saya bilang what happen with Fernanda in four semester?

S : Stress

L : Ya, stress. Anda akan susah kalau membacanya. Tapi kalau saya bilang seperti itu dan saya sajikan data tentang berat badan Fernanda pasti akan lebih mudah dipahami dan akan memudahkan anda nanti di masa depan kalau presentasi, siapa tau jadi Boss perusahaan.

S : Aamiin.

L : “ Ladies and gantleman in the first semester Fernanda’s weight is 70 kg”And in the semester two Fernanda lost 10 kg. So, her weight was 60 kg, and in the third semester Fernanda lost 10 kg again. So, her wieght was 50 kg and fortunately in four semester she get increase her weight againn. Jadi kan bisa lihat, Oh ternyata pernah naik. So, ladies and gantleman, what we can conclude from this? Emm.. impact in semester 1 Fernanda get shock with academic campus so she got stress full because a lot of assigment from her lecturer and then she was broke up with her boyfriend so he got impress depresi. Lebih jelas yang mana ?

S : Lebih jelas yang seperti ini pak, menggunakan diagram.

L : Nah, seperti itu. Nah, itu ya. How to make a good presentation. Any question? Ok. Sekarang tugas anda buat singkat saja sebuah kalimat introduction. Jadi anda greeting sebutkan nama, posisi dan kelebihan anda. Jangan lupa ketika presentasi, ketika sudah memprekenalkan diri, anda juga perkenalkan apa yang akan anda sampaikan. I will tell, I will discuss gitu ya! Misalnya gini: I’am Hesti , I’am CEO of Cap Jempol Company. Silahkan anda buat 5 menit.

S : Ya Sir.

(5 minute later)

L : Ok. You came forward!

S : Saya belum selesai pak. Tambah lima menit lagi pak, nanti saya akan maju.

L : Are you sure lima menit lagi selesai?

S : Insyallah pak.

L : Yasudah kalau begitu Dian saja yang maju. Sudah selesai?

S : Ya, Sir.

L : Ok, Silahkan!

S : Hallo Friend, My name is Dian Tri Wibowo. I'am CEO from Sun Flower and some one tell me if i'am speak fast and some time they don't know what i'am say. I'am very cheerful

L : I'am simple, single and cheerful gitu dong!

S : I'am simple, single and cheerful. Alhamdulillah!

L : Ok, Thankyou Dian. Give applause!

Ss : (applause)

L : Ok. Next siapa yang mau maju lagi ?

S : saya pak.

L : Ok, silahkan Maju.

S : Assalamu'alaikum, Goodmorning friends. Oke, first of all let me introduce my self before. My name is Novia Wahyu Ningsih. You can call me Novia, I'am student university of Islamic State Institute of Surakarta. I Major English Education. English is difficult right? My super word is "Just Do It!"

L : Please, body language!

S : Just do it! Do, do and do!

L : ulangi, ulangi yang semangat!

S : My super word is “Just do it! Do, do and do! Ok, thankyou. And i will tel you about education and bla bla bla . Thankyou wassalamu’alaikum warahmatullahi wabarakatuh.

L : Ok, thankyou. Nah semua sudah paham ya bagaimana cara introduce yang baik. I think enough for today, i hope that you all understand with the material, mari kita tutup dengan bacaan hamdalah bersama-sama.

S : Alhamdulillah.

L : Wassalamu’alaikum warahmatullahi wabarakatuh.

S : Wa’alaikumussalam warahmatullahu wabarakatuh.

TRANSCRIPT 2

CLASS : 3B

DATE : Tuesday, September 18th 2018

TIME : 10.20-12.00

PLACE : IAIN SURAKARTA (PPG 205)

TOPIC : WHAT MAKES A GOOD PRESENTATION?

L : Assalamu`alaikum wa rahmatullahi wa barakatuh

S : Wa`alaikum salam wa rahmatullahi wa barakatuh

L : Good morning everyone

Ss : Morning.....

L : How`s your life?

Ss : Tired....

L : Yup, I`m no bad, The first time le`s saying hamdalah because he`s blessing us, we are in a good condition, we are healthy, and please let we say hamdalah together

Ss : Alhamdulillahirobbil`alamin...

L : And then we will begin our meeting by saying basmalah together

Ss : Bismillahirohmanirohhim...

L : I`am sorry because last week i can`t came in this class because there are certain reason. Saya usahakan kedepannya untuk selalu masuk.

S : Janji ya pak?

L : Insya Allah

S : Jangan masuk terus ding pak

Ss : (laughing)

L : untuk pertemuan minggu kemarin diganti jadi minggu ini ya. So, in this week we met 2 meeting.

S : Yaaah

L : Kenapa? Silahkan kalau anda mau bolos!

S : Tidak pak

L : Jangan bolos! nanti kalau anda masuk terus saya nilai anda akan bagus.

Ss : Alhamdulillah.

L : Oke students, today we will discuss about presentation of step. For example how to use eraser board. The first swipe your eraser softly. If you needed faster you swipe faster ya too. After that say hamdallah together. Jadi caranya ada berapa? Misalkan nih cara erase the board ada 6, ada 6 step. So you divide each step masing-masing. Misalnya, kelompoknya terdiri dari 3 orang, berarti ada 3 speaker. Jadi step 1 dan 2 presented by speaker 1 , step 3 dan 4 presented by speaker 2. Step 5 dan 6 presented by speaker 3. Kalau Cuma ada 3 step yasudah berarti one by one. Oke, see what i mean?

Ss : Iyaa, sir.

L : Ok, now i will divide you into group. Berhitung yaa. Hallo, jangan pada ribut dulu!

Ss : Iyaa pak

L : Misalkan ini ada sebuah pulpen. Tadi kan how to erase board, sekarang how to use pulpen. Misalnya anda mau mendeskripsikan tentang pulpen.

Black magic pulpen, this pulpen can give you really picture. If you made a picture in a board or on a papper, the picture will be real.

Ss : (laughing)

L : Gitu ya, jadi silahkan anda bikin presentasi, presentasinya dibagi rata nanti speaker 1 itu opening sekaligus masuk presentasi dan speaker 3 sekaligus closing. 10 menit ya.

Ss : Ya sir.

(10 minute later)

L : Ok. Enough. Please welcome. Ayo siapa, nanti yang maju saya kasih voucher 500 ribu. 500 dan 1000, buat beli gorengan.

S : Yah kirain beneran pak

L : Ayo siapa yang mau maju. Tidak ada yang mau maju?

S : Grup saya pak.

L : Oke, silahkan!

S : Ok. Assalamu'alaikum warahmatullahi wabarakatuh.

L&S : Wa'alaikumsalam warahmatullahi wabarakatuh.

S1 : Hallo friends. We will present about our traditional mini fan. We have traditional mini fan. In the same is semi cycle and it has flower pattern and the background is orange. Next

S2 : This is very practical because very usefull for cooling your body when the weather is hot and now we will practice how to using.

S3 : The first you put the fan and the next is you can push the stick with your left thumb and the last step is swing and your body will feel cool. ok.

Thats all about our traditional mini fan. Thankyou .

L : OK. Thankyou.

Ss : (applause)

L : Ok. Jadi sudah benar ya, speaker pertama membuka speaker tiga sekaligus penutup. Yang bagian swing harus ada gayanya ya! Ok, selanjutnya langsung saya tunjuk saja ya? Grup yang itu, please come forward!

S : kelompok saya pak?

L : Iya, silahkan maju! Kalau pembukaanya mau bareng-bareng silahkan. Don't forget ya, kemarin kan sudah latihan memperkenalkan diri. Ayo dimulai!

S1 : Good morning friends! We are from group five we will tell you about how to take a selfie. First take your mobile phone and open the camera application

S2 : And then stay in front of camera, don't forget to turn on your beauty camera.

S3 : And then prepare your self and take the photos and say cheese.

L : Ok, thankyou! Nah ini lebih kompak dan ekspresif.

Ss : (applause)

L : Begitu ya, ekspresi kalian dalam presentasi itu sangat mempengaruhi, tapi jangan terlalu ekspresif juga. Di ingat ya biar nanti kalau anda presentasi biar terbiasa dan jadi bagus!

S : Iya sir.

L : 1 lagi terakhir, siapa?

S : Kelompok saya pak.

L : Ok!

S1 : Assalamu'alaikum wa rahmatullahi wa barakatuh

L & Ss : Wa‘alaikum salam wa rahmatullahi wa barakatuh

S1 : Ladies and gantlement we will present about how to show of what should we do if the mobile phone is slow or hang or warm.

S : Banting!

Ss : (laughing)

S1 : Ok, the first we bring our phone and then the phone emmm..

S : Banting!

Ss : (laughing)

S2 : And then silent your phone. Terus piye?

S1 : Ok, before make sure that the phone is your own phone, and then say astagfirullah. Don't throw it, okay?

Ss : (laughing)

S2 : Ok next step, open your phone, eh opo?

S1 : Turn off

S2 : Ya, turn off and open your phone then take your battrey, make cool with van wind.

S1 : taking under van wine

L : wind

S1 : wind (laughing)

L : angin to?

S1 : iya pak.

L : kalo wine itu lak yang buat minum-minum itu.

S1 : (laughing) wind yes. Ok and the last if it can't work well you can try the last step . open the case, take the battrey, open refrigerator, take it in the

freezer and in few minute you can put. I think your phone will be cool.

Yess cool!

Ss : (laughing)

L : (laughing)

S1 : Ok, this is our presentation. Thanks for your attention.
Wassalamu`alaikum wa rahmatullahi wa barakatuh

Ss : Wa`alaikum salam wa rahmatullahi wa barakatuh (applause)

L : Thankyou very much, thankyou very much. Today presentation is good presentation and i hope you make next presentation with another topic, with preparation. Jadi please prepare your next presentation. Something uniq tapi dengan preparasi yang baik karena apa? Tadi sudah bagus Cuma masih banyak pronounciationnya yang kurang benar, contohnya ap tadi?

Ss : Wine

L : Nah, harusnya wine jadi wine, terus apa lagi?

S : Banyak pak

L : Masih banyak ya tadi, jadi silahkan lebih baik lagi. Topiknya boleh sama, but still with your similiar group.

S : Iya pak.

L : And remember when you presentation jangan terlalu cepat, yang pentingkan orang itu bisa mendengarkan apa yang anda bicarakan dengan jelas. Tadi kaya siapa, mas Ma'ul? I would like to give you presentation about hang hang phone.

Ss : Hang hang hang phone

- L : Handphone yang ngehang, ya to? Jangan terlalu cepat! medok is okay karena saya aliran universal, jadi your medok is welcome. Medok memang susah dihilangkan. Sebenarnya bisa kalau anda latihan terus. contohnya gini this is my bottle, tapi kalau anda pasti ada medoknya, jadi dis is my bottel.
- Ss : (laughing)
- L : Nah yang penting anda itu komunikatif, jadi bahasa inggris yang anda sampaikan itu komunikatif.
- Ss : Iya pak
- L : Ok, jadi kelompoknya tetap. Saya minta anda presentasi waktunya 10 menit minimal dan itu akan saya jadikan nilai UAS. You get the point?
- Ss : Yess
- L : Jadi harapannya 2 minggu sudah selesai, setelah itu kita akan mencoba debate, pernah debat nggak?
- Ss : pernah
- L : Pernah ya. Ini semester 3 atau 5 to?
- Ss : Tigaaa..
- L : Tiga ya. tidak terlalu telat lah ya. Nanti yang paling bagus kita join ke kompetisi debate. Ada yang pernah doing debate pas SMA? You doing debate?
- S : Iya pak
- L : Kok gak pernah join debate disini?
- S : Ya tidak tahu og pak
- L : Tidak tahu? Ya nanti join ya!

S : Cuma itu kok pak, debat-debat biasa.

L : debat-debat biasa gitu ya, ya pokoknya itu materi selanjutnya. Any question?

S : Me, sir.

L : Iya, you.

Ss : Cie, gayane.

S : Bapaknya besok masih ada?

Ss : (laughing)

S : Eh maksud saya, mbaknya itu besok masih ada tidak pak?

L : Ya tanya sendiri, mbaknya yang semester atas besok masih ada tidak?

S : Insya allah pak.

L : Nah nanti, siapa namamu mas?

S : Jati pak.

L : Nanti kalau misal mbaknya masih ada masuknya ke grupmu.

S : Nggih pak.

L : Oh iya, maksud saya anda presentasi well itu anda harus serius. Kalau mau pakai alat pendukung tidak apa-apa. Contohnya jika mau present tentang doraemon terus anda pakai kostum doraemon tak apa.

S : (laughing)

L : Dan dan dan, kalau anda kreatif.. Hallo?

Ss : Hai

L : Perhatikan sebentar!

Ss : Iya pak.

L : Kalau anda kreatif, would you have done already itu bisa nanti jenengan bikin konten dalam instagram. Yang Lisa bikin, yang hesti bikin, terus siapa itu?

Ss : Leni.

L : Nah yang Leni bikin. Itu bisa jadi konten dalam instagram. Kita bikin saja Instagram english fun gitu. Jadi jangan hanya nonton yang aduh gaes panas banget gaes..

Ss : Yhaaaa (laughing)

S : Mblereng gaes!

L : Itu kontent macam apa itu. Jadi anda kan bisa melatih bahasa Inggris, sekaligus malah bisa stand up comedy tapi yang mendidik. Gitu ya!

Ss : Iya, Sir.

L : Makanya tadi saya bilang kalau ada waktu luang silahkan anda bikin dokumentasi sebuah video atau apa. Ok ada pertanyaan?

S : Saya pak.

L : Ya, silahkan.

S : Yang hari ini sudah presentasi besok presentasi lagi tidak pak?

L : Iya no. Ini tadi kan buat wake up.

S : Oh jadi yang sudah presentasi, presentasi lagi?

L : Iya.

S : Modelnya seperti ini tadi pak?

L : Iya, tapi lebih diperbaiki. Tadi kan masih ada beberapa kekurangan.

S : Ganti topik boleh?

L : Ganti topik boleh, topiknya sama juga boleh. Kalau topiknya sama please collaborate your topic! Tapi tadi sudah unik-unik.

S : Iya pak.

L : Ok, thankyou so much. Ada pertanyaan?

Ss : (silent)

L : there is no question, see you on the next presentation. Mudah-mudahan saya minggu depan tidak ada acara.

Ss : Yaaaah.

L : Ini Alhamdulillah juga saya senang sekali saya free. Kemarin-kemarin itu saya kemana-mana. Ok, lets close our class today with saying hamdallah together!

Ss : Alhamdulillahirobbilalamin.

L : Thankyou so much. Wassalamu'alaikum wa rahmatullahi wa barakatuh

S : Wa'alaikum salam wa rahmatullahi wa barakatuh

L : See you

Appendix 3. Table of Students Member

1	DIAH EKA PRASTIWI	173221037
2	YUNI LUKITA SARI	173221038
3	CATUR LINTANG RATRIYANI	173221039
4	TYAS DWI ANGGRAINI	173221040
5	SITI MA`ROFAH	173221042
6	TITI ISRAWATI	173221043
7	MIFTAHUL JADID	173221044
8	ESTHI KUSUMA	173221045
9	DIAN TRI WIBOWO	173221046
10	TITIN WIGATI	173221047
11	RANI NUR AINI	173221048
12	LUTFI AULIA AMARADANI	173221050
13	MARLINA SETYA NINGSIH	173221051
14	LISA MAYANGSARI	173221053
15	TIARA INKA PRATIWI	173221054
16	FAHIMAH	173221055
17	ANIK SEPTIANI	173221056
18	FERNANDA DIAN FITALOKA	173221057
19	REFFI SABILLAWATI	173221058
20	UMI NUR FATIMAH	173221059
21	MUHAMMAD ASMAUL KHUSNA	173221060
22	RIMA KURNIASIH	173221061
23	LOVIA WAHYU AGUSTI	173221063
24	MUSTIKA SETYA WIJAYANTI	173221064
25	TONNY PRASETYO UTOMO	173221066
26	FIA NUR HAKIKI	173221067
27	SYARIF ADI SAPUTRA	173221068
28	DIKY CANDRA	173221069
29	DHONA RIPTA EVANTI	173221070
30	ANGLING PRIMA SAKTI HUSADANI	173221071

Appendix 4. Pictures of Teaching-Learning Process



