

**AN ANALYSIS OF REPRESENTATIVE SPEECH ACTS USED BY ENGLISH  
LECTURER ON GRAMMAR CLASS OF SECOND SEMESTER IN ENGLISH  
LANGUAGE EDUCATION OF IAIN SURAKARTA IN ACADEMIC YEAR OF  
2018/2019**

**THESIS**

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



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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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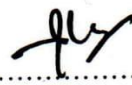

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## RATIFICATION


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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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Efendi Maulana Yusuf

## DEDICATION

*Alhamdulillah* rabbi'l'alamin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved parents (Mr. Narowi and Mrs. Suti Rahayu) who always give me support, spirit and motivation.
2. My beloved sister (Eva Nur Aziza).
3. All of my friends H class
4. My beloved almamater IAIN Surakarta

## **MOTTO**

“Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”

(QS. Al Mujadallah: 11)

“Kezhaliman akan terus ada, bukan karena banyaknya orang-orang jahat. Tetapi karena diamnya orang-orang baik”

(Ali bin Abi Thalib)

“Segala sesuatu apabila banyak menjadi murah, kecuali budi pekerti”

(Abu Nawas)



## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “ANALYSIS OF REPRESENTATIVE SPEECH ACTS USED BY ENGLISH LECTURERS ON GRAMMAR OF SECOND SEMESTER IN ENGLISH LANGUAGE EDUCATION OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019” 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 sanction in the form of repealing my thesis and academic degree.



, August 2<sup>nd</sup> 2019

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The researcher is sure that this thesis would not 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:

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

Surakarta, August 2<sup>nd</sup> 2019

The researcher



Efendi Maulana Yusuf

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## ABSTRACT

Efendi Maulana Yusuf. 2019. *An Analysis of Representative Speech Acts Used by English Lecturers on Grammar Class of Second Semester in English Language Education of IAIN Surakarta in Academic Year 2018/2019*. Thesis. English Language Education, Cultures and Languages Faculty.

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Key words : Pragmatics, Speech acts, Representative Speech Acts, Teaching and Learning Process.

This research studies about an analysis of representative acts. The objectives of this research are divided into two parts. The first objective of this research is to know how is the realization of representative speech acts used by the lecturers during teaching and learning process in the grammar class. The second objective of this research is to find out the types of representative speech acts used by the lecturers sduring teaching and learning process.

The research used descriptive qualitative method with data analysis technique that is content analysis design. The objects of this research were the utterances uttered by the lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta. The data were in the form utterances employed by the lecturer. The researcher obtained the data by means of recording, note-taking technique, transcribing and recording the data into the data sheets, and Finally the data were classified according to Searle and Vanderveken's classification of reresentative speech acts (1985: 182). In the data analysis the researcher applied interactive qualitative method by Miles and Huberman (1994) and pragmatic identity method by Sudaryanto (1993). Additionally, the researcher applied coding system. The researcher applied the trustworthiness by the triangulation of the data to obtain the valid data from the data sources.

The result of this research are divided into two parts. **The first** is result of the study related to the realization of representative speech act that was used by lecturers on the grammar class of the second semester in English Language Education of IAIN Surakarta. In this research, researcher uses the Searle and Vanderveken's theory about types of representative speech acts. **The second**, The research findings show that there were 17 of 32 types of representative speech acts performed by the lecturer on the grammar class of the second semester. The first and the second lecturer used 123 utterances of types of representative speech acts. the researcher concluded that **the first rank** is affirming (40 data or 32.50%), In **the second rank** is notifying (34 or 27.60%), In **the third rank** is informing (13 data or 10.60%), In **the fourth rank** is denying (5 data or 4.10%), In **the fifth rank** is explaining (4 data or 3.20%), In **the sixth rank** there are four types including assuring, predicting, rebut and stating with 3 data or 2.70% each type out of the total of representative acts. In **the seventh rank** there are four types including arguing, lamenting, reminding and suggesting acts with 2 data or 1.70% each type out of the total of representative acts. In **the last rank** there are three types including conjecturing, guessing and retrodict acts with 1 utterances or 0.80% each type out of the total of representative acts. So, the purpose of the use of questioning to active students' background knowledge and critical thinking.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Communication is as the exchange of idea, information, feeling, and so on between two or more people through the use verbal and non-verbal symbols, oral and written visual modes and comprehension process (Pujiyanti and Rhina, 2014: 65). Communication is particular interest today because of rapid developments in new technologies for producing and transmitting or sending information (Steinberg, 2007: 1). Communication is generally called as conversation. People can exchange idea, information, feeling and so on via conversation. To do communication people need a tool called as language.

The language is used in communication is called speech acts. (Austin, 1975: 22). The people use speech acts to explain everything that they want to the hearer and get feedback. As a primary means of communication, language is used to convey the information about the feelings, thoughts, ideas, intentions and emotions directly. So, language is capable of expressing a sense to do an action, the action known as speech acts. The theory of speech acts will be discussed in pragmatic study. The role of pragmatic in English teaching is very important, especially in the classroom interaction. Thus, the intended meaning or purposes beyond utterances which delivered can be understood by the participants.

Speech acts has an important role in daily life because when people interact with others they will use speech acts to convey the intent of their desire to the hearer, so it can be called that speech acts will be needed when the people have interaction in social environment. In a school environment, when the learning process in class, speech acts also has an important role because when the teacher teaches in teaching learning, he or she will use speech acts to educate, guide and give instructions to the students.

In pragmatic study, speech acts study about how language using in communication with others. The researcher have spent speech based on the context it is supported by Wijana (1996: 2) explains that speech act is one of the object of pragmatic study which study about how to use the language in communication and how language is used in context and not something abstract in communication. Leech (1993: 8) states that Pragmatic is the study about meaning having relation with speech situations.

Wijana (1996: 17) states that pragmatically there are at least three types of actions that can be realized by the speaker there are locutionary act, illocutionary act, and perlocutionary act. The form of illocutionary acts are assertive, directive, commissive, expressive and declarations. Illocutionary acts in communication on the research is important because illocutionary act will discuss attitudes and expressions of the people when having communicating with others.

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

As a mentioned earlier, speech acts are vitally in the teaching and learning process. One of the speech acts' type that important in teaching and learning process is Representative acts. Representative are those kinds of speech acts that state what the speaker believes. For examples: stating, suggesting, boasting, complaining, claiming and reporting. It is commits the speaker to the truth. Representative acts is a illocutionary acts; the speech deals with the word's real and intended meaning. Specifically, representative speech acts demonstrates a speaker's belief in the words of other he is reciting. The phrase representative speech acts came into being in 1933 but only became widely known in 1962 when John Langshaw Austin was published his book *"How to Do Things with Words"*. This book leads the philosopher to study language that was not only obviously declarative as an indirect command.

Representative (in Yule, 1996: 53) tells about the truthfully of the utterance. In other words, it present external reality by making their utterance or word fit with the word as they believe it to be. Searle used the term “assertive” in stating this category. It is justified since the acts of transmitting and sharing the knowledge, explaining the material, informing some information are done through teacher talks that contain the speech acts.

In this research, the researcher choose analysis of representative speech acts because the most lecturer always used representative speech acts in the teaching and learning process in the class, there are many kinds of representative acts utterance used by the lecturer. Representative acts produced by lecturer during teaching and learning process to explain the matrial to the student. In this case the lecturer was explaining or describing the lesson. In the teaching and learning process, the lecturer not only explain the material but sometimes give information to the students about material in the next meeting, students’ project or other information. The researcher was observed in the second semester on grammar class in the IAIN Surakarta.

Corder (in Anahita, 2013: 228) stated that grammar plays a curcial role in writing, speaking, listening, and reading comprehension. Every human language include English has its own grammar. The grammar of the language is a complex and highly structure affair because it operates in term of concepts and categories which have to be defined in the same way. From this statement the researcher conclude

that learning language is also supported by learning component of the language.

Teaching grammar has always been one of the most controversial and least understood aspects of language teaching. Few teachers mean indifferent to grammar and many teachers become obsessed by it. In recent years, teaching grammar has regained its rightful place in language curriculum. People agree that grammar is too important to be ignored and that without a good knowledge of grammar, learner's language development will be severely contained (Jack and Willy, 2002: 145). As we know the study of English has four skills which are needed by students to study English. They are speaking, reading, listening and writing. Each skill needs grammar to understand the meaning of the sentence. Grammar influences the meaning of words that we want to transfer another people. Wrong grammar in a sentence makes wrong meaning or perception. Grammar is very difficult to be understood by the students when they do not know the function of the grammar itself in the English language application.

In this research, the researcher chooses the students in the second semester in the English Language Education of IAIN Surakarta especially in grammar class. There are some reason the researcher chooses the students of the second semester of grammar class. The first, they were suitable to be observed, also in the grammar class the lecturer always explain the material to the students and it is include used representative acts and the goals of used representative acts in order to

the students understand the material. The second, there is no researcher, research in grammar class in this year in the grammar class, because before conducting the research, the researcher conducted observation and interview to the lecturer, are there researchers who have taken the data in that class or not. The third, there are many kinds of representative acts uttered by the lecturer during learning and teaching process. In pre-research the lecturer also uttered the other type of representative acts which is give information to the students. In this case the lecturer was informing to the students by gave the information about the students' project. So that representative acts is very important in teaching and learning process, exactly in IAIN Surakarta.

The researcher conducted the research at IAIN Surakarta with the English lecturers of the second semester as the object of the observation. The researcher chooses IAIN Surakarta because this university is suitable to be observed. IAIN Surakarta is one of institute that located at Jl. Pandawa, Pucangan, Kartasura, Sukoharjo. This institute not only focuses on education, but also on religion. In the classroom, when the lecturers conveyed material, he or she used inappropriate utterance or unstructured language.

The researcher conduct research in grammar class, the researcher take two classes of grammar class for conduct research. The researcher choosed grammar class because in the process of teaching and learning of grammar material the lecturer often used representative act. In the grammar class there are 8 class. In the 8 class there are 3



lecturers. The researcher choosed 2 lecturers. The researcher choosed 2B and 2E class. The research that class because the researcher got permission to conduct the research in that class. In the grammar class there are nine sub material include noun phrase, adjective phrase, verb phrase, adverbial phrase, infinitive and gerund phrase, participial phrase, present tense, past tense and future tense. So, the researcher focus on past tense and adverb phrase of grammar material. Because the main purpose of teaching and learning process is to deliver the information or explaining the material and share the knowledge to the other peoples. The lecturer used several utterance of representative speech acts during teaching and learning process. Below is example of representative acts uttered by the lecturer in teaching and learning process on the pragmatic class:

*Lecturer : "A noun phrase is a groub of words that has a noun head. The noun head is modified by: adjectives, adverb, noun, gerund, participle, adjective phrase, infinitive phrase, participial phrase and adjective clause."*

The utterance above is one example of representative acts which took by the researcher from the data of this research. The situation of this utterance happened when the lecturer after checking the students' attendance, he was starting the lecturing process. In this meeting they would discuss about noun phrase. The lecturer explained the material about noun phrase to the students about the definition, and types based

on the unsure of grammar. The lecturer describe in detail about noun phrase in specific. It shows that this utterance which produced by the lecturer was explaining act. In this utterance the lecturer try to explain about the definition of noun phrase in detail by mentioned the unsure. This explanation was clear for the students. The utterance above was classified representative of explaining.

In previous study of Khoirunnisa Wulan Junaidi 2017 "*An Analysis of Representative Speech Acts in Teaching and Learning Process on The Speaking Class of the Third Semester in English Department of IAIN Surakarta*". Focus on the research at the types and the frequency of representative speech acts used by the lecturer in teaching process on the speaking class of the third semester in English Department of IAIN Surakarta. The different between the researcher and Khoirunnisa's thesis is the realization of representative speech acts used by the lecturer in teaching process process on the grammar class of the second semester in English Language Education of IAIN Surakarta.

All of the explanation above are the researcher's intention in order to find out the types of representative acts uttered by the lecturer in teaching and learning process. Speech acts are communicative activities in the interaction between the speaker and the hearer refer to the intention of speaker and the effect on the hearer. Therefore, where the researcher studies the intention of speech acts using by the lecturer as the speaker, it is use to find out the effects to the students as the hearer

at once. For that reason, the researcher wants to dig into the lecturers' intention in their lecturing from their speech acts. For that reason, the researcher interest to study a problem dealing with the representative speech acts of the lecturers in teaching and learning process entitle **“AN ANALYSIS OF REPRESENTATIVE SPEECH ACTS USED BY ENGLISH LECTURER ON GRAMMAR CLASS OF SECOND SEMESTER IN ENGLISH LANGUAGE EDUCATION OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019”**.

### **B. Identification of the Problems**

Based on the background of the study above, the researcher finds some problems. The problems such as:

1. There are several types of representative acts uttered by lecturer on the grammar class of second semester in English Language Education of IAIN Surakarta.
2. Sometimes the lecturer in the grammar class of the second semester in English Language Education of IAIN Surakarta doesn't speak what she or he really means. She or he uses various kinds of speech acts to express her intention depending on the situation. She or he may perform speech acts explicitly or implicitly.

### **C. Limitation of the Problem**

Limitation of the study in this research is representative speech acts in teaching process use by the lecturer in the grammar class of second

semester in English Language Education of IAIN Surakarta. But in this research, the researcher focus on the types of representative speech acts. The theory of speech acts adopted in this study is the theory proposed by John Searle.

The researcher selected 2 English lecturers. In this research, the researcher limited to 2 class, there are 2B class and 2E class of 8 class. In this research the researcher limited to the representative speech acts because representative speech acts was one of important thing for the lecturer to explain about the material and share the knowledge to the students during teaching and learning process. This research also focuses on 2 material, there are adverb phrase and past tense.

Almost all of the explanation and information uttered by the lecturer in the lecturing process are representative speech acts. For that reason, the researcher limited the study in representative speech acts.

#### **D. Problems Statement**

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

1. How is the realization of representative speech acts uttered by the English lectures on the grammar class of second semester in the English Language Education of IAIN Surakarta in Academic Year of 2018/2019?
2. What are the types of representative speech acts used by the English lecturer on the grammar class of the second semester in English

Language Education of IAIN Surakarta in Academic Year of 2018/2019?

#### **E. Objective of the Study**

The objectives of the study are:

1. To identify the realization of representative speech acts uttered by English lecturers on the grammar class of the second semester in the English Language Education of IAIN Surakarta in Academic Years of 2018/2019.
2. To identify the types of representative speech acts used by English lecturer on grammar class of second semester in the English Language Education of IAIN Surakarta Academic Years of 2018/2019.

#### **F. Benefit of the Study**

1. Theoretical Benefit.

The research is conducted as the support of speech acts theory in the development of linguistic theories. In addition, hopefully the study will be beneficial for the other researchers on organizing a research of directive speech act.

2. Practical Benefit.

The educator and the teachers would obtain meaningful information of speech acts especially representative speech acts are use on the teaching process. The result of the study are contributed for:

a. The Lecturer

Hopefully, this research would be meaningful for the lecturer to recognize their types of speech acts especially representative speech acts in the way they deliver the material to the students.

b. The Students

From this research the students would comprehend the kinds of representative speech acts that are used by the lecturers so that they would be more easily to adjust with the teachers' representative speech acts not only to grasp the material transmitted but also to be connected with them including in the communication.

c. The Readers

For each educator who read this research, hopefully it can bring enlightenment and information concerning in representative speech acts used by the lecturers.

## **G. Definition of Key Terms**

1. Pragmatics

Mey (1993: 42) states that pragmatics is the study about the use of the language, which is determined by social context.

2. Speech Acts

There are three kinds of speech acts according to J.L Austin; locutionary acts, illocutionary acts and perlocutionary acts. For short, in uttering a sentence, a speaker produce a locutionary acts

or the saying; his cat in producing the utterance called illocutionary acts, and the effect of his saying toward the hearer called perlocutionary acts. There are the simple understanding of the difference of speech acts (Austin, 1962: 110-111).

### 3. Representative act

Representative are those kinds of speech acts that state what the speaker believe to be the case or not. To describe, to call, to classify, to identify, to claim, to diagnose, to hypothesize, to insist, to predict and to boast are some performative verbs indicating these types of acts. A representative speech acts is am illocutionary acts; the speech deals with the words' real and intended meaning. Specifically, representative speech acts demonstrates a speaker's belief in the words of other he is reciting. Representative in Yule (1996: 53) tells about the truthfully of the utterance.

### 4. Teaching and learning process

Teaching and learning process is guiding and facilitating learning and activity to gain knowledge or skill. Teaching and learning process consist of three main steps, they are planning, main activity or acting, and evaluation.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

In this section the researcher would like to present the foundation of the research's theory. They are two main topics to be explained; the first is about speech acts and the second is about the students' responses. In the first topic that focus on speech acts, there are some subtopics will be presented including the definition of speech acts and the classification of speech acts.

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

According to Yule (1996: 3) states that Pragmatics is the study of speaker's intents. Pragmatics is the study of meaning conveyed by the speaker and interpreted by the listener. As a result of these studies, is associated with the analysis of what it means people with speech than with separate meanings of words or phrases used in the speech itself. Furthermore, Mey (in Cummings, 2007: 1) says that pragmatic studies the use of language in human communication as determined by the condition of society.

According to Levinson (1983: 9), Pragmatics refers to the study of relations between language and context that are grammatical, or encoded in the structure of a language. It means, pragmatics is study of the relationship between language and context that are

relevant to the writing of grammars. Meanwhile Leech (1993: 8) defines that Pragmatic is the study about meaning having relation with speech situations. In addition Leech (in Retnaningsih, 2014: 4) has argue that Pragmatic is the study of meaning in relation with situations include addressee, context, purpose, illocutionary acts, speech, time and place. Mey (1993: 42) defines that pragmatics is the study about the use of the language, which is determined by social context. He said that pragmatics is the study of the conditions of human language uses as these are determined by the context of society.

Based on the definitions above, the researcher can conclude that pragmatics is the study about meaning of utterance. It is focus on the meaning of speaker's utterance rather than on the meaning of words or sentence.

## **2. Speech Acts**

### **a. The Definition of Speech Acts**

The terms and theories about the speech acts firstly introduced by J. L. Austin, a professor at Harvard University, in his book *How to do Thing with Word* (1962). Austin states that the speech acts is an act that appears when utter something. In his book he defines speech acts simply as the action performed by saying something. In other definitions, speech acts are actions which are performed via utterances (Yule, 1996: 48; Cutting, 2002: 16).

According to Wijana (1996: 12) speech that used in pragmatics is a form of speech acts. In addition Leech (1993: 19) states that in fact the speech act considers five aspects of the situations includes: speaker and hearer, the context of the speech, the purpose of the speech, the speech act as an action/activity and acts of verbal utterances as products.

In speech acts theory, the utterance as a unit of communication has two types of meaning: propositional and illocutionary meaning. Propositional meaning is also called as illocutionary meaning. This deals with the basic literal meaning of an utterance which is associated with its structural aspects. Next, the illocutionary meaning is related to the effect of the utterance to the readers or the listeners. This meaning is realized by the function or the illocutionary function such as requests, orders, commands, complaints, and promise (Richard and Schmidt, 2003: 449).

In relation to the concept above, in every speech act we can distinguish three things, following Austin's theory. What is said, the utterance, can be called the locution. What the speaker intends to communicate to the addressee (the purpose) is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution act.

From the definitions above its can conclude that speech acts is an utterance containing action in communication considering

aspects of situation from the speaker.

#### b. Types of Speech Act

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

##### 1) Locutionary acts

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

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

##### 2) Illocutionary acts

Illocutionary acts are an acts that can be achieved by speakers when saying something. Part of the utterance such as stated promise, apologize, threatening, forecasting,

ordering, requesting, etc. (Nadar, 2009:14). Rahardi (2009:17) states that illocutionary acts are an acts of doing something with the purpose and specific function in truth speech acts. Illocutionary acts can be called with the phrase, the act of doing something.

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

### 3) Perlocutionary acts

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

*A: “The weather is hot.”*

*B: “Could you mind to open the window?”*

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

c. The classification of Speech Act

1) Searle's Classification of Speech Acts

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

a) Representative

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. For example: stating, suggesting, boasting, complaining, claiming and reporting. It commits the speaker to the truth. The representative speech act is an illocutionary act; the speech deals with the words' real and intended meaning. Specifically, representative speech acts demonstrate a speaker's belief in the words of others he is reciting. The phrase representative speech acts came into being in 1933 but only became widely known in 1962 when John Langshaw Austin published his book "*How to Do Things with Words*". This book led the philosophers to study language that was not obviously declarative as an indirect command.

Representatives in Yule (1996:53) tell about the truthfulness of the utterance. In other words, it presents external reality by making their utterance or words fit with

the world as they believe it to be. Assertions, conclusions, description or explanation are the examples of the speaker representing the world as he or she believes it is. Searle used the term “assertive” in stating this category. In my point of view, representatives are statement which commits the speaker to something being the case. Cutting (2002: 17) adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting and predicting. For example: “*no one can make a better cake than me*”, this utterance is a representatives that utterance was stating some general truth (Peccei, 1999: 51). To describe or explain, to call, to classify, to identify, to claim, to diagnose, to hypothesize, to insist, to predict and to boast are some performative verbs indicating these types of acts. Yule (1996: 53) stated that representatives are those kinds of speech acts that state what the speaker believes to the case or not. Statements of fact, assertion, conclusion and description or explanation are some kinds of representative speech acts.

There were several categories of representative speech acts. Searle and Vanderveken (1985:182) classify the sub categories in representative speech act into thirty two subcategories. Here are the categories of

representative speech acts:

(1) Asserting

Asserting is “assert”, which names the illocutionary force of assertion. For example:

*“He asserted the importance of speech.”*

(2) Claiming

Claiming is the same as the asserting if it is seen to the notion that is the notion of speaker right which means claiming is asserting something based on the speaker claim. For example:

*“Before claiming that your own country have the best mountain or have the most wonderful forest or have the prettiest temple, first travel around the world!”*

(3) Affirming

It is assertive which have the same illocutionary point, mode of achievement, degree of strength, proportional content conditions, preparatory conditions, and sincerity conditions as “assert”. Affirming in this case, carrying the positive assertion as opposed to negative assertion. For example:

*“And by doing so, South Korea will once again affirm its status as one of the major sports hubs of Asia.”*



#### (4) Stating

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. Stating in the other hands will connect to the motion of setting something. For example:

*“On cigarette packs, there are warning labels stating that smoking is hazardous to your health.”*

Claiming, affirming and stating have the same illocutionary point, mode of achievement degree of strength, propositional conditions, preparatory conditions, and sincerity conditions as “asserting”. They name the name of illocutionary force. Though “stating”, “affirming”, “claiming” and “asserting” are all subject to the same feature analysis in our system, there are none the less important differences between them. These differences are not relevant from our purposes because in general they come from relations between sequences of illocutionary acts in conversation and not from within the structure of each act. In ordinary speech the notion of a statement has to do with giving a full account of something or taking an official position on something, as, for example

when a politician makes a statement to the press. A statement in this sense would generally involve a series of assertive illocutionary act. Claiming and asserting are more closely connected to the notion of the speaker's rights, as when in a non-assertive sense of "claiming" and "asserting" one can speak someone's lying claim to something or asserting his right.

#### (5) Denying

Denying creates the action of denial and oppose or negate the proposition. It can be said that  $|\text{deny}| P) = |=(\sim P)$ . To deny that  $P$  is simply to assert not  $P$ . For example:

*"The Ministry of Education, Science and Technology is denying the ongoing talks by enforcing the evaluation system."*

#### (6) Disclaim

An act of disclaiming is the illocutionary denegation of claiming. For example:

*"Responsibility is a unique concept. It can only reside and in here in a single individual. You may it with others, but your portion is not diminished. You may delegate it, but it is still with you. You may disclaim it, but you cannot divest yourself of it"*

## (7) Assuring

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. To assure is the representative act with the perlocutionary intention of convincing the hearer of the truth of the propositional content in the world of the utterance. This illocutionary intention increases the degree of strength of the illocutionary point and determines the preparatory condition that the hearer has some doubts about the truth of the propositional content. For example:

*“Do not worry about your problems in mathematics. I assure you, my problems with mathemaics are much greater than yours.”*

## (8) Arguing

Arguing is the action which against a certain thesis. When someone argue that  $P$  one represent that  $P$  and gives reason which support the proposition that  $P$ , normally with the perlocutionary intention of convincing the hearer that  $P$ . For example:

*“This article is arguing based on reasonable basis.”*

## (9) Rebut

Rebut is the act to argues against and argument or

view already put forward. In the standard case, someone rebut an argument by arguing against it. Thus to rebut P is to argue that not P with the additional preparatory condition that it has already been previously argued (or at less asserted) that P. For example:

*“Then I can rebut my law firm.”*

#### (10) Informing

To inform is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. For example:

*“I am informing you because No.23 schedule has been changed.”*

#### (11) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. For example:

*“I am notifying you because there are several things that I need to give response to acustomer quickly”*

## (12) Reminding

Reminding is to assert to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the propositional content. Thus only by having more preparatory conditions attributing propositional attitude to the speaker. “Remind” is hybrid verbs because reminding does not need to be a speech acts at all. For example, someone was reminding of event in the past by eating and madeleine. For example:

*“I stayed at home, reminding of the memories in 2013.”*

## (13) Objecting

Objecting is the act to assert with the additional preparatory condition that some proposition. To object that P is to represent with the additional preparatory condition that some proposition which is incompatible with or contrary to the propositional content has been previously asserted, suggested or otherwise put forward. In a legal context, when one object to testimony one need not deny it, but rather object to its admissibility. The propositional content being objected to is: that the testimony is admissible. The special feature of objecting is that the speaker

takes issue with a previously presented or implied propositional content with a view to rebutting it, etc.

For example:

*“Who's objecting?”*

#### (14) Predicting

Predicting is to assert with the propositional content condition that the propositional content is future with respect to the time of the utterance and the additional preparatory condition that the speaker has evidence in support of the proposition. Evidence is a special kind of reason. For example:

*“My specific goal is to revolutionize the future of the species. Mathematics is just another way of predicting the future.”*

#### (15) Reporting

Reporting is to assert with the propositional content condition that the propositional content is about the past with the respect to the time of the utterance. In some case it can be about the present but it cannot in general be about the future. He/she report on what has happen. The man who gives the weather report, for example, reports on the state of the weather and the recent history of the weather. For example:

*“There is nothing wrong with us reporting this data to the customs.”*

#### (16) Retrodict

Retrodict is the opposite of predict. To retrodict is simply to represent past proposition with respect to the time of the utterance of the basis of present evidence. "Retrodict differs in this respect from "report". He/she can, for example report what he/she remembers but if someone makes a statement on the basis of their memory it is not a retrodict. For example:

*Eva: Bonjour, je peux vous aider?*

Eva: Selamat pagi, ada yang bisa kubantu?

*Amélie: Excusez-moi. J'ai trouvé cet album dans la rue...*

Amélie: Maaf. Saya telah menemukan album ini di jalan..

#### (17) Suggesting

Suggesting is giving a suggestion for someone to do something. Suggesting has both directive and representative use someone can suggest that you do something and something is the case. It seems likely that the directive use is historically primary. But the representative use is a genuine use in contemporary

English. Suggesting is not forcing the hearer to do. For example:

*“I am suggesting to join to our association.”*

#### (18) Insisting

Insisting is the same illocutionary force with Suggesting. The different is that the force to do something where insisting has more authority to assert the hearer. It has both directive and representative use. Someone can insist on your doing something and insist that something is the case. For example:

*“My friends are insisting I used bad words, which I did not.”*

#### (19) Conjecturing

Conjecturing is when P is to weakly assert that *P* while presupposing that one has at least some slight evidence. For example:

*“Many people conjectur that there will be a monetary crisis again.”*

#### (20) Hypothesizing

Hypothesizing and guessing is also weak assertive verbs similar to conjecturing. Hypothesizing like conjecturing requires at least some evidence or other sort of reason. For example:



*“Theories had mostly centered on risk aversion or hypothesized that overbidding was due to a joy of winning.”*

(21) Guessing

Guessing can just be an unfounded stab in the dark. None of the three types of act is essentially hearer-directed, and indeed one can hypothesize, guess or conjecture without performing any overt speech acts at all. For example:

*“I’m just guessing, but probably one of the early signs that your radarscope is wearing out is something I call ‘image fuzz-out’. But I’ve never ever seen a radarscope, so I wouldn’t totally go by what I’ve just said here.”*

(22) Swearing

Swearing has both representative and commissive use. Someone can swear both that something is the case and that he/she will do something. In each case, an element of solemnity and increased degree of strength is added to the assertion or the commitment. Normally when one swears one calls upon God or some other supernatural agent or some sacred person or object or revered institution as part of the mode of achievement of the illocutionary act of swearing. For example:

*“People started yelling and swearing.”*

(23) Testifying

Testifying is a special case of swearing. To testify is to assert in the capacity of being a witness and under an oath. This mode of achievement increases the degree of strength of the assertion and requires the additional preparatory condition that the speaker has witnessed the event. For example:

*“I’m not testifying at this trial.”*

(24) Admitting

Admitting is to assert with the additional preparatory conditions that the state of affairs represented by the propositional content is bad. For example:

*“She admitted experimenting with pot.”*

(25) Confessing

Confessing is to admit with the additional propositional content condition that the propositional content predicates of the speaker responsibility for a certain state of affairs and with the additional preparatory condition that the state of affairs is bad. If a state of affair is bad, it is also bad to be the person who is responsible for it. Thus whenever one confesses one admit, but not all admissions are

confessions. For example:

*“He confessed not to be guilty.”*

(26) Accusing

Accusing is to assert to someone with the proportional content condition that the proportional content predicates responsibility to some individual for the existence of state of affairs and with the preparatory condition that this state of affair is bad. For example:

*“That man was accused of murder.”*

(27) Blaming

The main difference between blaming and accusing appears to be that whereas blaming can be done privately in one's thoughts, accusing requires a public speech performance (as in “J'accuse” in French). Blaming does not require an overt speech acts. For example:

*“I am blaming the translation site for not being able to translate the long sentence you sent.”*

(28) Criticizing

Criticizing and praising is from another pair. To criticize someone or something is to assert that a certain state of affairs that has to do with him or it is bad while expressing disapproval of him or it. For

example:

*“I feel sorry for criticizing you the way I did”*

(29) Praising

To praise someone or something is to assert that a certain state of affairs that has to do with him or it is good while expressing approval of him or it. For example:

*“I appreciate you praising and cheering me all the time.”*

(30) Complaining

Complaining has both an assertive and an expressive use. In the assertive sense to complain about *P* is to assert that *P* with the additional sincerity conditions that one is dissatisfied with *P* and the additional preparatory condition that the state of affair is bad. For example:

*“It’s pointless to keep complaining.”*

(31) Boasting

Boasting has both representative and expressive use. In the representative sense, to boast that *P* is to assert *P* while expressing pride that *P*. because of the ego involvement in boasting, it does not form a minimal pair. Since to express pride is to express satisfaction

for something that is related to oneself, the propositional content P of an act of boasting must have something to do with the speaker and the speaker must presuppose both that P is true and that the state of affairs that P is good for the speaker. For example:

*“He went around boasting about his scholarship to everyone.”*

(32) Lamenting

To lamenting that P is to assert P while expressing dissatisfaction and sadness that P, because of the ego a feature lacking in lamenting. Lamenting differs from complain, only by the fact that sadness. For example:

*“He naturally lamented his mother's death.”*

b) Directive

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

## c) Commissive

Those kinds of speech acts that commit the speaker to some future course of action. They express the speaker's intention to do something. Paradigmatic cases include offers, pledges, promise, refusals and threats. In the case of a commissive, the world is adapting the words via the speaker himself or herself.

## d) Expressive

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

## e) Declaration

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

include bidding in bridge, declaring war. Excommunicating, firing from employment and nominating a candidate.

To assist you with clarity and better understanding, there are five general functions of speech act according to Searle are described by Yule (1996: 54-55).

**Table 2. 1 General Function of Speech Acts According to Searle**

<b>Speech Acts Types</b>	<b>Direction of Fit</b>	<b>S= Speaker X= Situation</b>
<b>Declaration</b>	Words change the world	S causes X
<b>Representatives</b>	Words fit the world	S believes X
<b>Expresive</b>	Words fit the world	S feels X
<b>Directives</b>	The world fit the words	S wants X
<b>Commissive</b>	The world fit the words	S intends X

### 3. Context

Context in teaching and learning in grammar class plays a significant role in pragmatics because it determines the interpretation of the utterance delivered by the speakers. The interpretation of the utterance will be different if the context had been slightly different. Yule (1996: 21) views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002: 2) state the context refers to the knowledge of physical and social world, and the sociopsychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or

written. Context situation often happened in teaching and learning process when the lecturer teach the students in the class.

Representative act happened when the lecturer explained the material of noun phrase in teaching and learning process on the grammar class. Teaching can be defined as showing or helping someone to learn how to do something, giving intruction, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2007: 7). Similar to Brown's last component of the definition of learning, Kimble and Garmezy (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.

Grammar is important subject to study English. For English learner, grammar is needed to support the speaker or the writer to avoid misunderstanding. Thornbury states that (1999: 1) grammar is partly the study of what form (or structure) are possible in a language. Thus, grammar is a description of the rules that govern how language sentences are formed. On the pre-observation of material that has been delivered by the lecturer about the adverb phrase and past tense. When taching and learning process on the grammar class, there are some misunderstanding between the lecturer and the students because the students didn't know about the context. So the students have to understand about the context situation first and then the students can understand with the lecturer's utterance.



In the context of teaching and learning process in college, there are stages of the process of learning activities namely opening, main activities and closing. In the opening lecturer conduct greetings and reflections on students with the aim of open the learning process and review the material in previous meeting. In the main activities the lecturer explains and discuss the material that will be delivered on that day. In closing the lecturer reviews the material discussed on that day, give a feed back to the students and tells about the material that will be learned at the next meeting, then the lecturer closes the lesson with greetings.

From the definition above context is simply defined as the circumstance or situation around which influences the conversation. Thus, it is an essential factor in the interpretation of utterance and expressions.

## **B. Previous Study**

In this research, we have several previous study of speech acts in many kinds of analysis about speech acts conducted by the researcher in various types. For each research, they have differences about the functions, the directness, literal and non literal aspect. Here the researcher will show about 4 studies, 2 from thesis and 2 from journal that have conducted and related to the speech acts.

The first thesis from Khoirunnisa Wulan Junaidi. Her research studying about representative speech act entitled "*An Analysis of Representative Speech Acts in Teaching and Learning Process on the*

*Speaking Class of the Third Semester in English Department of IAIN Surakarta*". In his research, the researcher findings show that there were 14 types of representative speech acts performed by lecturer on the speaking class of third semester in English Department of IAIN Surakarta, namely affirming (29 data), asserting (89 data), assuring (19 data), blaming (12 data), boasting (2 data), criticizing (16 data), explaining (20 data), guessing (10 data), informing (36 data), notifying (195 data), praising (25 data), rebut (1 datum), stating (60 data), suggesting (31 data). The most frequently used by the lecturer of representative speech acts was notifying (35.80%), while the last frequent was rebut (0.20%).

The second, reseacher that was interest about speech acts is Chyntya Widi Tamara. Her research is about the realization of speech acts in teaching and learning process entitled "*Directive Speech Acts Realization in the Teaching and Learning at Magister of Language Studies Muhammadiyah University of Surakarta 2014*". It belong to the linguistics and teaching learning research. The research of this thesis used observation and documentation technique to collecting the data. It is use descriptive analysis method to describe the research finding. The research finding in this thesis is about directive speech acts. The directive speech acts in this thesis is categorize in several types that found in the research finding: commanding, request, admonishing, suggesting, urging, reminding, reproving, advising, warning, prohibition and inviting. Cyntya also found that the findings research of female utterances show those

almost female express direct utterances in the dialog using commanding in every situation. The most data of directive speech acts were delivered by lecturer that uses commanding utterances and for the students, requesting, suggesting and reminding utterances use in the dialog. The student choose that utterances in the form of politeness attitude when the students ask to the lecturer or the other student.

The third journals entitled *A Study of Directive Speech Acts Used by Iranian Nursery School Children: The Impact of Context on Children's Linguistic Choices*, composed by Shohreh Shahpouri Arani, M.A. from Young Researchers Club, Khorasgan Branch, Islamic Azad University, Khorasgan, Iran. A study of Directive speech acts is one of the few great-scale context in Iran which has been publishing its parameters. In this paper she describe the aims at finding out the forms and functions of directive speech acts uttered by Persian-speaking children. Results show that (1) the investigation of children's directive speech acts confirm the fact that they are aware of social parameters of talk (Andersen-Slosberg,1990; Ervin, Tripp et al., 1990); (2) they use linguistic forms that are different from what is used by adults as politeness marker, such as, polite 2nd plural subject-agreement on the verb, "please" and "thank you" words; (3) They use declaratives with illocutionary force in order to mark distance (Georgalidou, 2001).

The fourth journal entitled *Investigating the of Explicit Instruction of Apology Speech Act on Pragmatic Development of Iranian EFL Learners*, composed by Shima Rajabi, Akbar Azizifar (Corresponding

author), and Habib Gowhary from English Department, Ilam Branch, Islamic Azad University, Ilam, Iran. Pragmatic competence as one of the most difficult aspects of language provides several challenges to L2 learners in the process of learning a foreign language. In this paper researcher describe The selection of apologetic situations in DCT was based on two variables of social status and social distance. Results show that explicit instruction was a facilitative tool that helped students use the proper apology strategies in different situations. Moreover, it was found that L2 proficiency had a significant influence on overall appropriateness of speech act production.

To knows the differences between my thesis with two thesis and two journals as the previous study above in the table follows.

**Table 2. 2 The Differences between My Thesis with Two Thesis and Two Journals as the Previous Study Above**

No	Title	The Differences
1.	<i>An Analysis of Representative Speech Acts in Teaching and Learning Process on the Speaking Class of the Third Semester in English Department of IAIN Surakarta</i>	The types of representative speech acts and the frequency of representative speech acts uttered by the lecturer in the english learning and teaching process.
2.	<i>Directive Speech Acts Realization in the Teaching and Learning at Magister of Language Studies Muhammadiyah University</i>	The types of directive speech acts and the relationship between directive speech acts uttered by female and male, uttered by lecturer and students, with

	<i>of Surakarta 2014</i>	politeness strategies.
3.	<i>A Study of Directive Speech Acts Used by Iranian Nursery School Children: The Impact of Context on Children's Linguistic Choices</i>	The aims at finding out the forms and the function of directive speecha acts used by Persian speaking children.
4.	<i>Investigating the of Explicit Instruction of Apology Speech Act on Pragmatic Development of Iranian EFL Learners</i>	The describe The selection of apologetic situations in DCT was based on two variables of social status and social distance.

## **CHAPTER III**

### **RESEARCH METHOD**

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

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

In this research the researcher used descriptive qualitative method. It was because the data to be investigated were the utterances of English lecturer in the classroom and the aim of the research was to describe the factual data supported by the theories of pragmatics which are proposed by several experts. While the qualitative approach was used for identifying the types of representative speech acts performed by the lecturer at the second semester students' grammar class of the English Language Education of IAIN Surakarta.

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

### **1. Place of Research**

The research was executed at Islamic University, State Islamic Institute of Surakarta (IAIN Surakarta). IAIN Surakarta is located at Pandawa Street 57268, Pucangan, Kartasuro, Sukoharjo. IAIN Surakarta have about 5 faculties, there are Teacher Training Faculty, Kultures and Languages Faculty, Economics and Business Faculty, Syariah Faculty and the last is Dakwah & Ushuludin Faculty. Every Faculty also have many study programs that can be chosen by students depends on their purpose. This research conducted in the English Language Education major. The researcher chooses IAIN Surakarta because the subject of this research is in there, and it makes the researcher easy to be accesed. The researcher take the grammar class of second semester in English Language Education of IAIN Surakarta.

### **2. Time of Research**

The researcher conducted the pre research to observation at Februari 2018. The researcher conducted the pre research to observation about twice. The duration of each teaching learning process was 100 minutes. The researcher analyzed grammar lecturer to conduct the research. The grammar lecturers that analyzed in this study are two lecturers. The researcher was analyzed two class there were 2B and 2E class. The researcher was analyzed 2 meeting because the main activities in the lecturing are discussion and evaluation. The

research was carried out from November 2018 until July 2019. In detail, the activities can be seen in this following schedule:

**Table 3. 1 Time of Research**

<b>Activities</b>	<b>Nov- Des</b>	<b>Jan- Feb</b>	<b>Mar- Apr</b>	<b>Mei – Jun</b>	<b>July</b>
<b>Creative</b>					
<b>Proposal</b>					
<b>Reviewing Literatures</b>					
<b>Developing Instrument</b>					
<b>Collecting and analyzing data</b>					
<b>Writing the report</b>					
<b>Submitting the document</b>					

### **C. Object of the Research**

The object of this research was representative speech acts uttered by the lecturer on the grammar class of the second semester in the English Language Education of IAIN Surakarta in the academic year 2018/2019. The material of this research that delivered by lecturers in this study are adverb and past tense phrases.

### **D. Data and Source of Data**

#### **1. Data**

Data means the materials which are used by the researcher.

According to Lofland (in Moleong, 2004: 157) that the main data



sources in qualitative research is words and actions, the rest is additional data such as documents and others.

The data of this research were the English lecturer's representative utterances used during communicating with the students in the grammar class when explained the material about noun phrase and present tense.

## 2. Source Data

The source data of this research are from observation. The researcher observed the teaching and learning process of grammar class at IAIN Surakarta to get the data. The data is obtained from English grammar lecturers which teach on second semester in IAIN Surakarta. The researcher observed two English lecturers because the lecturers are suitable to be observed. The source data of this research are taken from lecturers' utterances. The source of the data of this research from English lecturers is the transcript of utterances' lecturers on English learning process to compare the sentence and the dialogues.

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

### 1. Observation

Becker (in Patton, 2001: 21) observation gives researcher more information the event under study than data gathered by any other sociological method. This method was decided as the method of data collection in this research to gain all of the information of representative speech acts used by the English lecturer on teaching

and learning process. This method was considered as the effective way to collect the data about the use of representative speech acts by English lecturers on grammar class of the second semester in English Language Education in IAIN Surakarta. In this research the researcher also use taking notes method in order to obtain as asserted by Sudaryono (1993). By observing the speech acts of the lecturer and the students, the researcher will find the variety of speech acts that used by them in the class during teaching and learning process. The implementation of observation method and notes taking technique are useful to formulate the analysis of speech acts (Sudaryanto, 1993: 133). The researcher notice, take note, and recorded on what happened in the class regarding to the use of speech acts by the lecturer during teaching and learning process.

## 2. Recording

The researcher observes the phenomenon in the class, note and record the teacher's speeches during the teaching and learning process. The researcher also records the teaching process using a recorder in order to complete the transcript records of the notes. From of recording is necessary to note observation in the field as the protokol. In this form, it can be included the demographic information that describe the setting of the field about the time, place and date where the observation take place (Creswell, 1994: 152).

Meleong (2008), stated that recording has several strengths and weakness. The strengths are that recording can be heard many

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

### 3. Transcription

Transcription is the last technique of collecting the data which the researcher write the situation and condition during teaching and learning process in which the research also can depict the learning process in field note. Exactly, the researcher got the data in types of representative speech acts from the utterance performed by the lecturers during teaching and learning process.

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

- a. Recording the English teaching and learning process in the class using a video camera and or video recorder.
- b. Making transcript of the dialogue from the recorder.
- c. Selecting the collected data
- d. Recording the data into the data sheet.
- e. Classifying the data.

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

Miles and Huberman (1994: 12) explain the method of data analysis called an interactive model which is includes four streams of analysis

activity in cyclical and interactive proces. In this research, the researcher used several techniques to analysis the data. There are data collection, data reduction, data display, conclusion drawing and verification. Those four types of data analysis can be explained as follows:

#### 1. Data Collection

The activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the research circulates among these four steps continually in order to graps all of the information needed in the next steps of data analysis. In other word, it is the stage where the researcher tries to find out the “unripe” data that will be reduced, displayed, and concluded. In this research, the research collect the data of lecturer’s utterances during teaching and learning process in the grammar class of the second semester in the English Language Education of IAIN Surakarta. The researcher also take a recorder to collect the data from lecturers of IAIN Surakarta during lecturing process.

#### 2. Data Reduction

According to Miles and Huberman (1994: 12), “*data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data thait appear in written-up field notes or transcription*”. They further point out that the data reduction or data condensation process is varied in several ways, such as though selection, summary or paraphrase and being subsume in large pattern. After collecting the data lecturer’s utterances, the researcher

continued the study by selecting and simplifying the data of the English lecturer's utterances which contain representative speech acts so that there is no important utterances included in the data.

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

L: "Halo, iya bu ada apa?"

L: "Saya lagi ngajar."

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

### 3. Data Display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. Data display used to display the qualitative data from data reduction in order to know the pattern of data so that it is easy to understand. It can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. The researcher classified the data about the

representative speech acts used by lecturer in the teaching and learning process in the grammar class of the second semester in the Language English of IAIN Surakarta an informative table based on the types of representative speech acts for each utterance. The data sheet used by the researcher was presented in table 3.2:

**Table 3. 2 The Data Sheet of the Findings**

No	Code	Utterance	Classification	Context

#### 4. Making Percentage

The researcher made percentage of the data to know usage of types speech based on the way to convey in teaching and learning process. Precise data is needed in order to sharpen the finding of the research. Thus, researcher includes the percentage calculation. The purpose of the percentage calculation is to complete the finding so that the readers compared to the other. The percentage calculation is used to know the types of Searle's speech acts based on the way to convey that frequently used by the lecturers on teaching and learning process. Sugiyono (2014: 170) states that the analysis is looking percentage. The percentage used formula:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Percentage

F = Frequency

N = The sum of the frequency

## 5. Drawing Conclusion and Verification

After the data displayed in the form of table, then the researcher would able to interpret it and reaches conclusions and verifications. Derived from the data display in the table, the next step conducted by the researcher is describing and interpreting the data about representative speech acts used by the lecturer in the teaching and learning process on the grammar class of the second semester in the English Language Education of IAIN Surakarta, so that the conclusion and verification of the speech acts used by the lecturer can be drawn. The researcher tries to describe the data by explaining and interpret it in the spesific description about the utterance of the lecturer used in the teaching and learning process.

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

**T1/15.04.19/L1/D12**

Note:

T1 : Number of Transcript

15.04.19 : Date of Observation

L1 : Number of Lecturer

M1	: Number of Meeting
MAP	: Material of Adverb Phrase
MPT	: Material of Past Tense
D12	: Number of Data

### **G. Data Trustworthiness**

Stainback (1988) in Sugiyono (2014: 241) says that the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated. Furthermore, Bogdan in Sugiono (2014: 241) says that what the qualitative research is interested in is not truth perse, but rather perspectives. Thus, rather than trying to determine the "truth" of people's perceptions, the purpose of corroboration is to help researcher increase their understanding and the probability that their finding will be seen as credible or worthy of consideration by other.

In this research, the researcher used investigator triangulation to check the validity of the data. The researcher did validation data with an expert to check the validity of the data. The researcher chosen Arkin Haris M. Hum as English lecturer at IAIN Surakarta who expert in linguistics. The researcher asked him to check the data whether it is included to type of speech act or not. The researcher gave him the table data of validation and the data recording, so that the validator can select the correct data or error data. After the data was valid, the researcher compared it with the theory to describe the representative speect act and strategies of speech act used by the teacher in teaching English.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter contains the data analysis focused on representative speech acts uttered by lecturer in the grammar class of the second semester in English department of IAIN Surakarta and how the speech acts is applied in teaching and learning process. The data are analyzed based on their categories. Those categories are divided into several sub categories of utterances by the researcher to avoid of sub categories namely asserting, claiming & disclaiming, affirming, stating, denying, assuring, arguing, rebut, informing, notifying, reminding, objecting, predicting, retrodict, reporting, concluding, suggesting, insisting, conjecturing, hypothesizing, guessing, swearing, testifying, admitting, confessing, accusing, blaming, criticizing, praising, complaining, boasting, lamenting, explaining, describing, concluding. The researcher used Searle's theory to analyze the types of representative act.

#### **A. Finding**

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

## **1. The Realization of Representative Speech Acts Used by the English Lecturer on the Grammar Class of the Second Semester in English Language Education of IAIN Surakarta**

This research was in the classroom, so the researcher used classroom based on the research design. This research was in the classroom, so the researcher used classroom based research design. The researcher chooses two lecturers and have observed. In each meeting, data findings classified into three activities there are opening, main activity, and closing.

In data analysis process, the researcher applied coding system. The purpose was not to number the data, but was to make the researcher easier in selecting and classifying the data from the data sheet. The findings can be seen in the following data. In this research the researcher uses coding to explain the data. The coding are:

T1 : Number of Transcript

15.04.19 : Date of Observation

L1 : Number of First Lecturer

M1 : Number of Meeting

MAP : Material of Adverb Phrase

MPT : Material of Past Tense

D12 : Number of Data

### **a. The Realization of Representative Speech Acts used by First Lecturer**

The observation from the first lecturer was doing by the researcher on 15 April 2019 in 2E grammar class. The material of this meeting is

about adverb phrase. The researcher found 60 utterances that include representative speech acts. Below the detail information from realization of representative acts explained as follows:

### 1) Opening

In opening the class, the lecturer used kinds of representative speech act which can attract the students in the learning process. In opening activity the lecturer performed three types of representative speech act, it is included stating, reminding and notifying. On the analysis of this first lecturer utterance that appear include:

#### a) Stating

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. In this activities, the researcher found one utterance stating of representative acts. The data is T1/15.04.19/L1/M1/MAP/D1 delivered by lecturer. One of act can be seen below:

L : *Baru pertengahan tanggal lho ya. Baru tanggal 15 kok wes habis ki piye?*  
 (It's only the middle of the date. It's only the 15th why did the money run out?)  
 (T1/15.04.19/L1/ M1/MAP/D1).

Based on the dialogue above, the lecturer said “*Baru pertengahan tanggal lho ya*” in the conversation above happened in the class. The context situation happened in the opening when the lecturer asks students, what have they had breakfast yet? students answered "not yet" because their money had run out,

then the lecturer gave a statement that it was still mid-month, the 15th. This utterance was classified representative of asserting because the lecturer gave assert to the student about his statement based on concrete evidence of the date on that day. It is one of the ways to state for the students that they will know about the important information by stating the utterances.

b) Reminding

Reminding is to assert to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the propositional content. Thus only by having more preparatory conditions attributing propositional attitude to the speaker. In this activities, the researcher found one utterance reminding of representative acts. The data is T1/15.04.19/L1/M1/MAP/D2. One act can seen below:

L : *Oke, yesterday we have discuss about verb phrase and also phrasal verb. Do you still remember about verb phrase? Verb phrase ki opo?*  
(T1/15.04.19/L1/ M1/MAP/D2).

Based on the dialogue above, the lecturer said “*Oke, yesterday we have discuss about verb phrase and also phrasal verb*” in the conversation above happened in the class. The context situation happened when opening. After the lecturer greeted the students, the lecturer tried to remind the meterial in previous meeting about verb phrase and phrasal verb. It was done to give stimulus the stdents to remember thr previous material and to know that students are ready to continue in next lesson. It is

one of the ways to state for the students that they will know about the important information by reminding the utterances.

c) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. In this activities, the researcher found one utterances notifying of representative acts or. The data is T1/15.04.19/L1/ M1/MAP/D3. One of act can seen below:

L : *And today we move to adverb phrase. Sudah dibaca?* (T1/15.04.19/L1/ M1/MAP/D3).

Based on the dialogue above, the lecturer said “*and today we move to adverb phrase*” in the conversation above happened in the class. The context situation happened at the opening. After lecturer greets students then the lecturer tried to review the material at the previous meeting, which is about verb phrase. In this context the lecturer notified that the material will be continued tohat day in the adverb phrase. It is one of the ways to state for the students that they will know about the important information by notifying the utterances. In the utterance the lecturer began to inform the material about the adverb phrase to be discuss that day.

From the explanation above, the researcher make a table to show the finding of the types of representative speech acts

used by the first lecturer in the opening activity. The table can be seen below:

**Table 4. 1 Types of Representative Speech Acts used by the First Lecturer in Opening Activity**

Activity	Types of Representative Speech act	Frequency
Opening	Stating	1
	Reminding	1
	Notifying	1
Total		3

From the table above, the researcher found three types of representative speech acts used by the lecturer in the opening activity. The lecturer used stating, reminding and notifying act. The stating was used one time. The reminding was used one time and notifying was used one time. The total was three utterances.

## 2) Main Activity

In the main activities, the lecturer used kinds of representative speech act to explain the material to the students in the learning process. The researcher found 12 types of representative acts that performed by the lecturer. There were affirming, arguing, assuring, conjecturing, guessing, lamenting, notifying, praising, predicting, rebut, retrodict and stating. On the analysis of this first lecturer utterance that include of representative speech act are:

### a) Affirming

It is assertive which have the same illocutionary point, mode of achievement, degree of strength, proportional content

conditions, preparatory conditions, and sincerity conditions as “assert”. Affirming in this case, carrying the positive assertion as opposed to negative assertion. In this activities, the researcher found 17 utterances affirming of representative acts used by the lecturer in teaching process. The data are

T1/15.04.19/L1/M1/MAP/D9, T1/15.04.19/L1/M1/MAP/D15,  
 T1/15.04.19/L1/M1/MAP/D22, T1/15.04.19/L1/M1/MAP/D23,  
 T1/15.04.19/L1/M1/MAP/D26, T1/15.04.19/L1/M1/MAP/D27,  
 T1/15.04.19/L1/M1/MAP/D28, T1/15.04.19/L1/M1/MAP/D30,  
 T1/15.04.19/L1/M1/MAP/D32, T1/15.04.19/L1/M1/MAP/D35,  
 T1/15.04.19/L1/M1/MAP/D36, T1/15.04.19/L1/M1/MAP/D39,  
 T1/15.04.19/L1/M1/MAP/D41, T1/15.04.19/L1/M1/MAP/D46,  
 T1/15.04.19/L1/M1/MAP/D49, T1/15.04.19/L1/M1/MAP/D51  
 and T1/15.04.19/L1/M1/MAP/D53. One of them can be seen below:

- S : *Yang lain kok pak, boleh?*  
 (what about the others sir?)  
 L : ***Yang lain boleh***  
 (for others is allowed)  
 (T1/15.04.19/L1/ M1/MAP/D15).

Based on the dialogue above, the lecturer said “*yang lain boleh*” in the conversation above happened in the class. The context situation happened when the lecturer asks students to appoint their friends to answer the next question, but she pointed to the student who had already answered the question. The lecturer said that she could not appoint the same person then she

explained that what she was referring to was not the same person. The lecturer affirm that the person who answers the different question is allowed. It is one of the ways to give confirmation about the students answer or opinion, it is allowed.

b) Arguing

Arguing is the action which against a certain thesis. When someone argue that *P* one represent that *P* and gives reason which support the proposition that *P*, normally with the perlocutionary intention of convincing the hearer that *P*. In this activities, the researcher found one utterance arguing of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D17. One act can be seen below:

- S : *B. Simple preposition (In, On, At, About, Over, Under, For, To), example:*  
 1. *Belinda sat on the sofa.*  
 2. *Jeff is going to the market.*  
 3. *There is sand on my pocket.*
- L : /'pəkət/. ***Poket itu adalah dari kambing. Ra ngerti?***  
 (/ 'pəkət/. Poket is from goat. Don't you know?)  
 ( T1/15.04.19/L1/M1/MAP/D17).

Based on the dialogue above, the lecturer said “/'pəkət/. *Poket itu adalah dari kambing*” in the conversation above happened in the class. The context situation happened when student read the word pocket with incorrect pronounciatioun, the the lecturer argues student that correct pronunciation is /'pəkət/. The lecturer explained that the poket was food for goats, namely grass. It is one of the ways to argues for the students that they will



know about the important information by arguing the utterances.

c) Assuring

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. In this activities, the researcher found one utterance assuring of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D29. One act can be seen below:

- L : *Ya itu time ya. Playoffs itu apa barti?*  
(Yes it's time. what playoff is?)
- Ss : *Udah selesai...*  
(Have done)
- L : ***Yo pokoke yen ra sak durunge yo sak bar e yo to. Barti time***  
(basically if not before or after. It's time)  
(T1/15.04.19/L1/M1/MAP/D29).

Based on the dialogue above, the lecturer said “*yo pokoke yen ra sak durunge yo sak bar e yo to. Barti time*” in the conversation above happened in the class. The context situation happened when student answered a question about adverb phrase, it was payoff. The student explained that the answer is included in adverb of time. Then the lecturer assured that the sentence was adverb of time. The lecturer explained when the payoff word occurred after or before the activity takes place. It is one of the ways to assure for the students that they will know about the important information by assuring the utterances.

d) Conjecturing

Conjecturing is when P is to weakly assert that *P* while

presupposing that one has at least some slight evidence. In this activities, the researcher found one utterance conjecturing of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D20. One act can be seen below:

L : *Atau jangan-jangan selama ini kita yang salah ya, yang bener malah /bitwen/ itu tadi ya? Yoo, ini adverb phrase nya yang mana?*  
 (or maybe we've been wrong all this time. The correct is /bitwen/?ok, where is the adverb phrase?)  
 (T1/15.04.19/L1/M1/MAP/D20).

Based on the dialogue above, the lecturer said “*atau jangan-jangan selama ini kita yang salah ya, yang bener malah /bitwen/ itu tadi ya?*” in the conversation above happened in the class. The context situation happened when student answered question in the book. The student mentioned preposition word including into, inside, outside, below, behind, between. When the student said between, he said with incorrect pronunciation. Other students justify by saying /bi'twēn/ with aim of justifying it. Then the student repeated read it and made a mistake. Then the lecturer give a conjecture that maybe the right one is /bitwen/ without requiring some evidence. It is one of the ways to state for the students that they will know about the important information by conjecturing the utterances.

#### e) Guessing

Guessing can just be an unfounded stab in the dark. None of

the three types of act is essentially hearer-directed, and indeed one can hypothesize, guess or conjecture without performing any overt speech acts at all. In this activities, the researcher found one utterance guessing of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D37.

One act can be seen below:

S : *Sintya*.  
L : *Sintya Yunita ya?* (T1/15.04.19/L1/M1/MAP/D37).

Based on the dialogue above, the lecturer said “*Sintya Yunita ya?* in the conversation above happened in the class. The context situation happened when student after answered the question the lecturer ask student’s name with the aim to give point to her. The student said that her name is Sintya, the lecturer guess her name with said Sintya Yunita. . It is one of the ways to state for the students that they will know about the important information by guessing the utterances.

f) Lamenting

To lamenting that P is to assert P while expressing dissatisfaction and sadness that P, because of the ego a feature lacking in lamenting. Lamenting differs from complain, only by the fact that sadness. In this activities, the researcher found two utterances lamenting of representative acts used by the lecturer in teaching process. The data are T1/15.04.19/L1/M1/MAP/D4 and T1/15.04.19/L1/M1/MAP/D50. One of them can seen below:

- Ss : *Pak e sini...*  
(here, Sir...)
- L : *Yoh...aku disengeni wae*  
(I was scolded constantly)  
(T1/15.04.19/L1/M1/MAP/D50).

Based on the dialogue above, the lecturer said “*yoh...aku disengeni wae*” in the conversation above happened in the class. The context situation happened when discussing answer and question, the lecturer asked the students to show off to those who will answer. The students show, then the lecturer choosed one student to answer the question. But other students felt dissatisfied and asked to point to him an a slightly loud tone. Then the lecturer lamented by giving statement that he was scolded. It is one of the ways to state for the students that they will know about the important information by lamenting the utterances.

g) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. In this activities, the researcher found 17 utterances notifying of representative acts used by the lecturer in teaching process. The data are T1/15.04.19/L1/M1/MAP/D5, T1/15.04.19/L1/M1/MAP/D6, T1/15.04.19/L1/M1/MAP/D7, T1/15.04.19/L1/M1/MAP/D8, T1/15.04.19/L1/M1/MAP/D10,

T1/15.04.19/L1/M1/MAP/D11, T1/15.04.19/L1/M1/MAP/D12,  
 T1/15.04.19/L1/M1/MAP/D13, T1/15.04.19/L1/M1/MAP/D19,  
 T1/15.04.19/L1/M1/MAP/D31, T1/15.04.19/L1/M1/MAP/D33,  
 T1/15.04.19/L1/M1/MAP/D34, T1/15.04.19/L1/M1/MAP/D40,  
 T1/15.04.19/L1/M1/MAP/D42, T1/15.04.19/L1/M1/MAP/D43,  
 T1/15.04.19/L1/M1/MAP/D45 and  
 T1/15.04.19/L1/M1/MAP/D54. One of them can seen below:

L : *Diwoco sik sedelo. Ini tanggal 15 ya. Dibaca oleh  
 absen 25 aja kalo gitu, Fadil.*  
 (Read first. now the 15th. Read by absent 25 namely  
 fadil)  
 (T1/15.04.19/L1/M1/MAP/D5).

Based on the dialogue above, the lecturer said “*ini tanggal 15 ya*”. In the conversation above happened in the class. The context situation happened at the main activity. After lecturer explain the material he notified to the students about that date of that day was 15 April. The lecturer aim of that utterance was to appoint the student’s NIM to answer the question. It is one of the ways to state for the students that they will know about the important information by notifying the utterances.

#### h) Praising

The function of praising is to praise someone or something is to assert that a certain state of affairs that has to do with him or it is good while expressing approval of him or it. In this activities, the researcher found four utterances praising of representative acts used by the lecturer in teaching process. The data are

T1/15.04.19/L1/M1/MAP/D44, T1/15.04.19/L1/M1/MAP/D47,  
 T1/15.04.19/L1/M1/MAP/D48 and  
 T1/15.04.19/L1/M1/MAP/D52. One of them can seen below:

S : *Early in the morning the air is cold and fresh.*  
*Adverb phrase nya in the morning. Pertanyaannya*  
*when is the air cold and fresh?*  
 L : ***Ya sip oke*** (T1/15.04.19/L1/M1/MAP/D44).

Based on the dialogue above, the lecturer said “*ya sip oke*” in the conversation above happened in the class. The context situation happened when discussed question, after the student answered the question correctly, the lecturer give appreciation to the student and said “*ya sip oke*”. It is one of the ways to state for the students that they will know about the important information by praising the utterances.

i) Predicting

Predicting is to assert with the proportional content condition that the proportional content is future with respect to the time of the utterance and the additional preparatory condition that the speaker has evidence in support of the proposition. In this activities, the researcher found two utterances predicting of representative acts used by the lecturer in teaching process. The data are T1/15.04.19/L1/M1/MAP/D21 and T1/15.04.19/L1/M1/MAP/D25. One of them can seen below:

S : *Sindi Dwi Astuti.*  
 L : ***Sindi pake S ya?***  
 (Sindi using S, right?)  
 (T1/15.04.19/L1/M1/MAP/D21).

Based on the dialogue above, the lecturer said “*Sindi pake S ya?*” in the conversation above happened in the class. The context situation happened when after the student answered the question well. When the students answer the question correctly the lecturer asked the name of the student in order to give a point. Context situation above the lecturer ask student’s name, one of student said “Sindi Dwi Astuti”. And then the lecturer looking for her name in absensi, then th lecturer predicted her name with said “Sindi pake S ya?” and the student answered “ya”. It is one of the ways to state for the students that they will know about the important information by predicting the utterances.

j) Rebut

Rebut is the act to argues against and argument or view already put forward. In the standard case, someone rebut an argument by arguing against it. In this activities, the researcher found three utterances rebut of representative acts used by the lecturer in teaching process. The data are T1/15.04.19/L1/M1/MAP/D14, T1/15.04.19/L1/M1/MAP/D16 and T1/15.04.19/L1/M1/MAP/D18. One of them can seen below:

L : *Siapa? Ndak boleh mbalik ke Fadil! Yang lain. Mosok Fadil laku keras.*  
 (Who? You can't go back to Fadil! Another. Why always Fadil.)  
 (T1/15.04.19/L1/M1/MAP/D16).

Based on the dialogue above, the lecturer said “*ndak boleh mbalik ke Fadil! Yang lain. Mosok Fadil laku keras*” in the

conversation above happened in the class. The context situation happened when discussion the questions. Each student can answered the question after pointed the lecturer. In this context situation when one of student had answered the question, after it the student was told to appoint one of their friends to answer the next question. Then she pointed out Fadil to answer the question, but the lecturer rebut it because Fadil had already answered the question before. It is one of the ways to state for the students that they will know about the important information by rebut the utterances.

k) Retrodict

Retrodict is the opposite of predict. To retrodict is simply to represent past proposition with respect to the time of the utterance of the basis of present evidence. In this activities, the researcher found one utterances retrodict of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D38. One act can seen below:

L : *Lha ngerti ngene mau rasah dijelaske neng ngarep langsung dibahas wae*  
*(if you already know, it doesn't need to be explained at the beginning. just discuss it)*  
 (T1/15.04.19/L1/M1/MAP/D38).

Based on the dialogue above, the lecturer said “*lha ngerti ngene mau rasah dijelaske neng ngarep langsung dibahas wae*” in the conversation above happened in the class. The context situation happened in main activity. Before the lecturer



discussed the question in the book, he explained the learning material about adverb phrase. After explained the material the lecturer discussed with students to answer the question in the book. Each student was appointed to answer the question. Most of them can answer the question correctly. The lecturer gave feedback that if all students already understood the material, the lecturer did not need to explain at the beginning of learning. It is one of the ways to state for the students that they will know about the important information by feedback the utterances.

#### 1) Stating

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. In this activities, the researcher found one utterance stating of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D24. One of them following the conversation:

L : *Aku sesuk ora mangkat yo*  
 (I will not attend tomorrow)  
 (T1/15.04.19/L1/M1/MAP/D24).

Based on the dialogue above, the lecturer said “*Aku sesuk ora mangkat yo.*” in the conversation above happened in the class. The context situation happened in the main activity when the lecturer has appointed one of the student to answer the question, but other students didn’t accept it and they grumble to

the lecturer. This utterance was classified representative of asserting because the lecturer gave assert to the student about his statement based on concrete evidence of the date on that day. It is one of the ways to state for the students that they will know about the important information by stating the utterances.

From the explanation above, the researcher make a table to show the finding of the types of representative speech acts used by the first lecturer in the main activity. The table can be seen below:

**Table 4. 2 Types of Representative Speech Acts used by the First Lecturer in Main Activity**

<b>Activity</b>	<b>Types of Representative Speech act</b>	<b>Frequency</b>
Main Activity	Affirming	17
	Arguing	1
	Assuring	1
	Conjecturing	1
	Guessing	1
	Lamenting	2
	Notifying	17
	Praising	4
	Predicting	2
	Rebut	3
	Retrodict	1
	Stating	1
Total		51

From the table above, the researcher found 12 types of representative speech acts used by the lecturer in the main activity. The lecturer used Affirming seventeen times, Arguing one time, Assuring one time, Conjecturing one time, Guessing one time, Lamenting two times, Notifying seventeen times,

Praising four times, Predicting two times, Rebut three times, Retrodict one time, Stating one time. The total was 51 utterances.

### 3) Closing

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed some representative speech act. Based on the observation, the researcher found four types of representative speech acts performed by the lecturer. They include informing, notifying, denying and suggesting. On the analysis of this first lecturer utterance that include of representative speech act are:

#### a) Informing

To inform is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. In this activities, the researcher found three utterances informing of representative acts used by the lecturer in teaching process. The data are T1/15.04.19/L1/M1/MAP/D55, T1/15.04.19/L1/M1/MAP/D59 and T1/15.04.19/L1/M1/MAP/D60. One of them can seen below:

- Ss : *Ruangnya?*  
(Where is the room)
- L : *Bebas, neng kene oleh neng PPG oleh. Eh neng PPG, karena di sini dipakai buat ujian*  
(Up to you, in here ok, in PPG ok. Oh in PPG, because this room will use to exam)  
(T1/15.04.19/L1/M1/MAP/D60).

Based on the dialogue above, the lecturer said “*Eh neng PPG, karena di sini dipaki buat ujian*” in the conversation above

happened in the class. The context situation happened after the lecturer ended the study on that day then the lecturer gave information that next week class would still enter for once more meeting before UTS. Then the students ask where the class will be used to study? The lecturer answered that the room to be used next meeting was at PPG because in PASCA used for UTS, it could not be used. It is one of the ways to state for the students that they will know about the important information by informing the utterances.

#### b) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. In this activities, the researcher found one utterances notifying of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D54.

One act can seen below:

L : *Satu lagi infinitive phrase ya. Kita masuk rabu*  
 (One more about infinitive phrase ya. We will held  
 on Wednesday)  
 (T1/15.04.19/L1/M1/MAP/D54).

Based on the dialogue above, the lecturer said “*Satu lagi infinitive phrase ya. Kita masuk rabu*”. In the conversation above happened in the class. The context situation happened at the

closing. After lecturer discuss the material he notified to the students that next meeting the class will be discussed about infinitive phrase. It is one of the ways to state for the students that they will know about the important information by notifying the utterances.

c) Denying

Denying creates the action of denial and oppose or negate the proportion. It can be said that  $|\text{deny}| P) = |\neq (\sim P)$ . To deny that  $P$  is simply to assert not  $P$ . In this activities, the researcher found one utterance denying of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D57. One act can be seen below:

- L : *Satu lagi infinitive phrase ya. Kita masuk rabu.*  
(One more about infinitive phrase ya. We will held on Wednesday)
- Ss : *Langsung UTS pak?*  
(Go straight UTS Sir?)
- L : ***Ndak, masuk dulu untuk infinitive phrase habis itu baru UTS***  
(No, discuss about infinitive phrase first, then UTS)  
(T1/15.04.19/L1/M1/MAP/D57).

Based on the dialogue above, the lecturer said “*ndak, masuk dulu untuk infinitive phrase habis itu baru UTS*” in the conversation above happened in the class. The context situation happened in the closing when the lecturer after explained the material that day the lecturer give information about the material that will be discuss in next meeting before UTS that is infinitive phrase. Then students ask lecturer about the UTS that will doing

directly without any additional material. The lecturer denied it, he explained that next meeting still any material. It is one of the ways to state for the students that they will know about the important information by denying the utterances.

d) Suggesting

Suggesting is giving a suggestion for someone to do something. Suggesting has both directive and representative use someone can suggest that you do something and something is the case. In this activities, the researcher found one utterance suggesting of representative acts used by the lecturer in teaching process. The data is T1/15.04.19/L1/M1/MAP/D58. One act can seen below:

L : *Lha opo Selasa?*  
 (How about Tuesday?)  
 (T1/15.04.19/L1/M1/MAP/D58).

Based on the dialogue above, the lecturer said “*Lha opo Selasa?*” in the conversation above happened in the class. The context situation happened closing class. After the lecturer closed the clas, he gave the information that next meeting is still ongoing which will be held on Wednesday. But on that day the students couldn’t. Then the lecturer gave the suggestion how about Tuesday. And students answer “ya” but the lectutrre ask students to reminded him. It is one of the ways to state for the students that they will know about the important information by suggesting the utterances.

From the explanation above, the researcher make e table to show the finding of the types of representative speech acts used by the first lecturer in the closing activity. The table can be seen below:

**Table 4. 3 Types of Representative Speech Acts used by the First Lecturer in Closing Activity**

Activity	Types of Representative Speech act	Frequency
Closing	Informing	3
	Notifying	1
	Denying	1
	Suggesting	1
Total		6

From the table above, the researcher found four types of representative speech acts used by the lecturer in the closing activity. The lecturer used informing three times, notifying one time, denying one time and suggesting one time. The total was six utterances.

Based on the explanation above, the researcher make a table that showed about the types of representative speech acts used by **the first lecturer** during the teaching and learning process. The table can be seen below:

**Table 4. 4 Data Findings of The Realization of Representative speech Act Used by The First Lecturer in Teaching and Learning Process on Grammar Class of The Second Semester in English Language Education of IAIN Surakarta**

Activity	No	Types of Representative Speech act	Frequency
Opening	1.	Stating	1

	2.	Reminding	1
	3.	Notifying	1
Main Activity	1.	Affirming	17
	2.	Arguing	1
	3.	Assuring	1
	4.	Conjecturing	1
	5.	Guessing	1
	6.	Lamenting	2
	7.	Notifying	17
	8.	Praising	4
	9.	Predicting	2
	10.	Rebut	3
	11.	Retrodict	1
	12.	Stating	1
Closing	1.	Informing	3
	2.	Notifying	1
	3.	Denying	1
	4.	Suggesting	1
Total			60

Based on the table above, the researcher found sixteen types representative speech acts used by **the first lecturer** during teaching and learning process. They were Affirming seventeen times, Arguing one time, Assuring one time, Conjecturing one time, Denying one time, Guessing one time, Informing three times, Lamenting two times, Notifying nineteen times, Praising four times, Predicting two times, Rebut three times, Reminding one time, Retrodict one time, Stating two times, Suggesting one time. The total was sixty utterances.

The lecturers use more representative speech acts at the main activity stage, because at the main activity stage the lecturer explains the learning material repeatedly to students with the aim so that students can understand the material well.



In the learning process lecturers deliver material in accordance with the lesson plan. Based on the results of research conducted by researchers in the grammar class, **the first lecturer** explained the material about **adverb phrase**. In the learning process lecturers do not always discuss the material taught at the meeting. The researcher found lecturers' utterances which were not included in the learning material. Researchers can classify lecturers' utterances that discuss learning material and non-learning material at the meeting. Researchers found lecturers' utterances discussing the material at the meeting namely **adverb phrase** material. The utterances are:

T1/15.04.19/L1/M1/MAP/D2, T1/15.04.19/L1/M1/MAP/D3,  
T1/15.04.19/L1/M1/MAP/D4, T1/15.04.19/L1/M1/MAP/D6,  
T1/15.04.19/L1/M1/MAP/D7, T1/15.04.19/L1/M1/MAP/D8,  
T1/15.04.19/L1/M1/MAP/D10, T1/15.04.19/L1/M1/MAP/D11,  
T1/15.04.19/L1/M1/MAP/D12, T1/15.04.19/L1/M1/MAP/D13,  
T1/15.04.19/L1/M1/MAP/D20, T1/15.04.19/L1/M1/MAP/D27,  
T1/15.04.19/L1/M1/MAP/D28, T1/15.04.19/L1/M1/MAP/D29,  
T1/15.04.19/L1/M1/MAP/D32, T1/15.04.19/L1/M1/MAP/D34,  
T1/15.04.19/L1/M1/MAP/D35, T1/15.04.19/L1/M1/MAP/D36,  
T1/15.04.19/L1/M1/MAP/D40, T1/15.04.19/L1/M1/MAP/D41,  
T1/15.04.19/L1/M1/MAP/D42, T1/15.04.19/L1/M1/MAP/D43,  
T1/15.04.19/L1/M1/MAP/D47, T1/15.04.19/L1/M1/MAP/D52,  
T1/15.04.19/L1/M1/MAP/D53, T1/15.04.19/L1/M1/MAP/D56

and T1/15.04.19/L1/M1/MAP/D57. One of them can seen

below:

L : *Iya in this class, jadi perubahan “here” itu adalah adverb tok, kalo “in this class” itu adalah adverb phrase penunjuk tempat. Cuman bentuknya “in this class” itu diawali dengan preposisi “in” kan? Lha ini juga disebut sebagai prepositional phrase. Kenapa prepositional phrase? Karena diawali oleh preposisi tapi fungsinya sebagai adverb. Bisa dicentelkan? Nah nanti contoh-contohnya akan mempercentel semua. Nah fadil, tunjuk!*

(Yes in this class, so the change of “here” just adverb, if “in this class” it’s adverb phrase of time. But in form “in this class” begin with preposition “in” right? It can call preposition phrase too. Why? Because it starts by preposition but the function as adverb. Get it? In the example will make you understood. Ok, Fadil choose your friend!)

(T1/15.04.19/L1/M1/MAP/D8).

Based on the dialogue above, the lecturer said “*Iya in this class, jadi perubahan “here” itu adalah adverb tok, kalo “in this class” itu adalah adverb phrase penunjuk tempat. Cuman bentuknya “in this class” itu diawali dengan preposisi “in” kan? Lha ini juga disebut sebagai prepositional phrase. Kenapa prepositional phrase? Karena diawali oleh preposisi tapi fungsinya sebagai adverb*” in the conversation above happened in the class. The context situation happened main activities. In that utterance the lecturer discusses material about adverb phrases in accordance with the learning plan that will be delivered at the meeting.

From the explanation above, the researcher makes a table to show the findings of utterances that explain about the material

adverb phrase and utterances that do not explain the adverb phrase by the first lecturer in the learning process. The table can be seen below:

**Table 4. 5 Frequency of Utterances that Explain about the Material Adverb Phrase and Utterances that Do Not Explain the Adverb Phrase Used by the First Lecturer in Learning Process**

No.	Utterances about Adverb Phrase	Utterances is not about Adverb Phrase,
1.	T1/15.04.19/L1/M1/MAP/D2, T1/15.04.19/L1/M1/MAP/D3, T1/15.04.19/L1/M1/MAP/D4, T1/15.04.19/L1/M1/MAP/D6, T1/15.04.19/L1/M1/MAP/D7, T1/15.04.19/L1/M1/MAP/D8, T1/15.04.19/L1/M1/MAP/D10, T1/15.04.19/L1/M1/MAP/D11, T1/15.04.19/L1/M1/MAP/D12, T1/15.04.19/L1/M1/MAP/D13, T1/15.04.19/L1/M1/MAP/D20, T1/15.04.19/L1/M1/MAP/D27, T1/15.04.19/L1/M1/MAP/D28, T1/15.04.19/L1/M1/MAP/D29, T1/15.04.19/L1/M1/MAP/D32, T1/15.04.19/L1/M1/MAP/D34, T1/15.04.19/L1/M1/MAP/D35, T1/15.04.19/L1/M1/MAP/D36, T1/15.04.19/L1/M1/MAP/D40, T1/15.04.19/L1/M1/MAP/D41, T1/15.04.19/L1/M1/MAP/D42, T1/15.04.19/L1/M1/MAP/D43, T1/15.04.19/L1/M1/MAP/D47, T1/15.04.19/L1/M1/MAP/D52, T1/15.04.19/L1/M1/MAP/D53, T1/15.04.19/L1/M1/MAP/D56, T1/15.04.19/L1/M1/MAP/D57.	T1/15.04.19/L1/M1/MAP/D1, T1/15.04.19/L1/M1/MAP/D5, T1/15.04.19/L1/M1/MAP/D9, T1/15.04.19/L1/M1/MAP/D14, T1/15.04.19/L1/M1/MAP/D15, T1/15.04.19/L1/M1/MAP/D16, T1/15.04.19/L1/M1/MAP/D17, T1/15.04.19/L1/M1/MAP/D18, T1/15.04.19/L1/M1/MAP/D19, T1/15.04.19/L1/M1/MAP/D21, T1/15.04.19/L1/M1/MAP/D22, T1/15.04.19/L1/M1/MAP/D23, T1/15.04.19/L1/M1/MAP/D24, T1/15.04.19/L1/M1/MAP/D25, T1/15.04.19/L1/M1/MAP/D26, T1/15.04.19/L1/M1/MAP/D30, T1/15.04.19/L1/M1/MAP/D31, T1/15.04.19/L1/M1/MAP/D33, T1/15.04.19/L1/M1/MAP/D37, T1/15.04.19/L1/M1/MAP/D38, T1/15.04.19/L1/M1/MAP/D39, T1/15.04.19/L1/M1/MAP/D44, T1/15.04.19/L1/M1/MAP/D45, T1/15.04.19/L1/M1/MAP/D46, T1/15.04.19/L1/M1/MAP/D48, T1/15.04.19/L1/M1/MAP/D49, T1/15.04.19/L1/M1/MAP/D50, T1/15.04.19/L1/M1/MAP/D51, T1/15.04.19/L1/M1/MAP/D54, T1/15.04.19/L1/M1/MAP/D55, T1/15.04.19/L1/M1/MAP/D58, T1/15.04.19/L1/M1/MAP/D59, T1/15.04.19/L1/M1/MAP/D60.
<b>Total</b>	27	33

From data above, the researcher found utterances by **first lecturer** who discussed material about **adverb phrase** were 27 data and researcher found utterances by first lecturer that did not discuss about adverb phrase were 33 data. It means that the **first lecturer** explain the material about the **adverb phrase** is 45% of the total utterances during teaching and learning process.

#### **b. The Realization of Representative Speech Acts used by Second Lecturer**

The observation from the second lecturer was doing by the researcher on 25 April 2019 in 2B grammar class. The material of this meeting is about past tense. The researcher found 63 utterances that include representative speech acts. Below the detail information from realization of representative acts explained as follows:

##### **1) Opening**

In the opening activities, the lecturer performed two types of representative speech acts, it is include reminding and notifying. On the analysis of this first lecturer utterance that appear include:

##### **a) Reminding**

Reminding is to assert to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the proportional content. Thus only by having more preparatory conditions attributing propositional attitude to the speaker. In this activities, the researcher found one utterance suggesting of representative acts used by the lecturer in teaching

process. The data is T2/15.04.19/L2/M1/MPT/D1. One act can be seen below:

L : *In the previous part we talk much more about present tense* (T2/15.04.19/L2/M1/MPT/D1).

Based on the dialogue above, the lecturer said “*In the previous part we talk much more about present tense.*” in the conversation above happened in the class. The context situation happened in opening. This context happened after the lecturer greeted students, then the lecturer reminding the material at the previous meeting. He reminded students that the previous meeting had been discussed about the present tense. He reminded students with the aim that students remember the material at the previous meeting which students might forget about the material and also the lecturers gave additional preparation for students to continue the next material. It is one of the ways to state for the students that they will know about the important information by reminding the utterances.

#### b) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. In this activities, the researcher found one utterance notifying of representative acts used by the lecturer in teaching

process. The data is T2/15.04.19/L2/M1/MPT/D2. One act can be seen below:

L : *for thin occasion we are going to move into past tense, and then for the next meeting you will do the formative test part 3. And the materian will be started from present and past tense. Oke please every body you may take look on your book pages 73 (T2/15.04.19/L2/M1/MPT/D2).*

Based on the dialogue above, the lecturer said *“for thin occasion we are going to move into past tense, and then for the next meeting you will do the formative test part 3. And the materian will be started from present and past tense. Oke please every body you may take look on your book pages 73.”* in the conversation above happened in the class. The context situation happened in opening. In this context, after the lecturer reviews the previous material about the present tense then the lecturer gives notified that at the meeting that day will discuss about past tense. Then after the past tense material the lecturer will give formative test with the material will be started from the present till past tense. It is one of the ways to state for the students that they will know about the important information by notifying the utterances.

From the explanation above, the researcher make a table to show the finding of the types of representative speech acts used by the second lecturer in the opening activity. The table can be seen below:

**Table 4. 6 Types of Representative Speech Acts used by the Second Lecturer in Opening Activity**

Activity	Types of Representative Speech act	Frequency
Opening	Reminding	1
	Notifying	1
Total		2

From the table above, the researcher found four types of representative speech acts used by the lecturer in the opening activity. The lecturer used reminding one time and notifying one time. The total was two utterances.

## 2) Main Activity

In the main activity, the lecturer performed ten types of representative speech acts, it includes affirming, arguing, assuring, denying, explaining, informing, notifying, predicting, stating and suggesting performed by the second lecturer during teaching and learning process in the main activity. On the analysis of this second lecturer utterance that appear include:

### a) Affirming

It is assertive which have the same illocutionary point, mode of achievement, degree of strength, proportional content conditions, preparatory conditions, and sincerity conditions as “assert”. Affirming in this case, carrying the positive assertion as opposed to negative assertion. In this activities, the researcher found 23 utterance suggesting of representative acts used by the

lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D4, T2/15.04.19/L2/M1/MPT/D14, T2/15.04.19/L2/M1/MPT/D15, T2/15.04.19/L2/M1/MPT/D18, T2/15.04.19/L2/M1/MPT/D19, T2/15.04.19/L2/M1/MPT/D21, T2/15.04.19/L2/M1/MPT/D23, T2/15.04.19/L2/M1/MPT/D31, T2/15.04.19/L2/M1/MPT/D32, T2/15.04.19/L2/M1/MPT/D33, T2/15.04.19/L2/M1/MPT/D35, T2/15.04.19/L2/M1/MPT/D36, T2/15.04.19/L2/M1/MPT/D38, T2/15.04.19/L2/M1/MPT/D40, T2/15.04.19/L2/M1/MPT/D41, T2/15.04.19/L2/M1/MPT/D42, T2/15.04.19/L2/M1/MPT/D44, T2/15.04.19/L2/M1/MPT/D45, T2/15.04.19/L2/M1/MPT/D47, T2/15.04.19/L2/M1/MPT/D48, T2/15.04.19/L2/M1/MPT/D51, T2/15.04.19/L2/M1/MPT/D52 and T2/15.04.19/L2/M1/MPT/D58. One of them can seen below:

L : ***Take a bath boleh, take a shower boleh. Yuk sekarang kamu translate. Ini kalimatnya sama atau beda?***  
 (You can use take a bath, or take shower. Lets translate now. This sentence is the same or different?)  
 (T2/25.04.19/L2/M1/MPT/D4).

Based on the dialogue above, the lecturer said “*Take a bath boleh, take a shower boleh*” in the conversation above happened in the class. The context situation happened in main activity. After the lecturer explained the material about past perfect tense, he explained that if there were past perfect tense there were two activities that had happened in the past. After explaining the unsure of past perfect tense he gives an example on the board by



writing down two activities that happened in the past, namely mandi dan sarapan. Then the lecturer asked for the meaning of mandi in English, and students answered "take a bath". Then the lecturer answered "take a bath boleh take a shower boleh". The lecturer gave confirmation because the expression was affirming. It is one of the ways to state for the students that they will know about the important information by affirming the utterances.

#### b) Arguing

Arguing is the action which against a certain thesis. When someone argue that *P* one represent that *P* and gives reason which support the proposition that *P*, normally with the perlocutionary intention of convincing the hearer that *P*. In this activities, the researcher found one utterance suggesting of representative acts used by the lecturer in teaching process. The data is T2/15.04.19/L2/M1/MPT/D50. One act can seen below:

L : *C salah, D salah. Ow itu nggak ada itu, harusnya itu diganti dengan had itu. Yang E has nya diganti dengan had, had been living. 27?*  
 (C is wrong, D is wrong. Oh it is no answer, it should be changed by had. In E option has must be changed by had, had been living. 27?)  
 (T2/15.04.19/L2/M1/MPT/D50).

Based on the dialogue above, the lecturer said “*C salah, D salah. Ow itu nggak ada itu, harusnya itu diganti dengan had itu. Yang E has nya diganti dengan had, had been living*” in the conversation above happened in the class. The context situation happened in discussion the question. When students answer

multiple choice about past continuous, namely "I came to Bandung in 2003, he ... there for five years ago." With choice of answers a. lives, b. has lived, c. will live, d. is living, e. has been living. And he answered by choosing one answer it was "has lived". Then the lecturer argued that all the answers were wrong. He said that if the context is past continuous, the answer E should be replaced by had, had been living. It is one of the ways to state for the students that they will know about the important information by arguing the utterances.

c) Assuring

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. In this activities, the researcher found two utterance suggesting of representative acts used by the lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D59 and T2/15.04.19/L2/M1/MPT/D60. One of them can seen below:

L : *Lha yo, sing had pertama itu kan rumuse, rumusnya past perfect itu kan had verb 3, mudeng?*  
 (First had is formula, the formula of past perfect is had verb 3 right?)  
 (T2/15.04.19/L2/M1/MPT/D59).

Based on the dialogue above, the lecturer said "*Lha yo, sing had pertama itu kan rumuse, rumusnya past perfect itu kan had verb 3*" in the conversation above happened in the class. The context situation happened in question and answer session. When students ask questions about the past perfect, he asked "why 'had'

are two?" the lecturer answers "the first 'had' was the auxiliary of verb and the second was verb 2 of have / has. But students still have not understood, then the lecturer explained again by emphasizing intonation to assured the students. It is one of the ways to state for the students that they will know about the important information by assuring the utterances.

#### d) Denying

Denying creates the action of denial and oppose or negate the proportion. It can be said that  $|\text{deny}| P) = |= (\sim P)$ . To deny that  $P$  is simply to assert not  $P$ . In this activities, the researcher found four utterance suggesting of representative acts used by the lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D17, T2/15.04.19/L2/M1/MPT/D30, T2/15.04.19/L2/M1/MPT/D39 and T2/15.04.19/L2/M1/MPT/D61. One of them can seen below:

L : ***Ah kok comes***  
 (Why comes?)  
 (T2/15.04.19/L2/M1/MPT/D17).

Based on the dialogue above, the lecturer said "*ah kok comes*" in the conversation above happened in the class. The context situation happened in discussion of question. When one of the students answered the question about the past tense he answered by choosing one of the answers namely 'comes', but the lecturer denied by saying "ah kok comes". In this context the lecturer gives a denying because in simple past the verb uses verb

2, so the answer is 'came'. It is one of the ways to state for the students that they will know about the important information by assuring the utterances.

e) Explaining

The purpose of explaining is to give the explanation, the details or the reasons to make something clear or easy to understand. In this activities, the researcher found four utterance suggesting of representative acts used by the lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D3, T2/15.04.19/L2/M1/MPT/D12, T2/15.04.19/L2/M1/MPT/D16 and T2/15.04.19/L2/M1/MPT/D57. One of them can seen below:

L : *Had diikuti dengan verb 3, terus sebelum after dia akan diikuti dengan verb 2, ini polanya. Tapi kalau before? Before diikuti dengan verb 2, tapi sebelumnya diikuti dengan verb 3, dibalik jadinya, mudeng?*  
 (Had followed by verb 3, then before “after” it will be followed by verb 2, this is the formula. But if “before”? before followed by verb 2, but before it will be followed by verb 3. So exchanged, get it?  
 (T2/15.04.19/L2/M1/MPT/D16).

Based on the dialogue above, the lecturer said “*Had diikuti dengan verb 3, terus sebelum after dia akan diikuti dengan verb 2, ini polanya. Tapi kalau before? Before diikuti dengan verb 2, tapi sebelumnya diikuti dengan verb 3, dibalik jadinya*” in the conversation above happened in the class. The context situation happened in main activity. In this context the lecturer explains the material about past perfect tense in detail to students in order to students can understand the material easily. It is one of the ways

to state for the students that they will know about the important information by explaining the utterances.

f) Informing

To inform is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. In this activities, the researcher found ten utterance suggesting of representative acts used by the lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D5, T2/15.04.19/L2/M1/MPT/D6, T2/15.04.19/L2/M1/MPT/D8, T2/15.04.19/L2/M1/MPT/D26, T2/15.04.19/L2/M1/MPT/D27, T2/15.04.19/L2/M1/MPT/D54, T2/15.04.19/L2/M1/MPT/D55, T2/15.04.19/L2/M1/MPT/D56, T2/15.04.19/L2/M1/MPT/D62 and T2/15.04.19/L2/M1/MPT/D63. One of them can seen below:

L : ***Besok minggu depan tak kasih soal 100***  
 (Next week I will give you 100 question)  
 (T2/15.04.19/L2/M1/MPT/D26).

Based on the dialogue above, the lecturer said “*Besok minggu depan tak kasih soal 100*” in the conversation above happened in the class. The context situation happened in closing. In this context the lecturer informed the student that at the next meeting, when UTS he will give 100 questions. Lecturers gave the information to students in order to students have preparation. It is one of the ways to state for the students that they will know about the important information by informing the utterances.

## g) Notifying

To notify is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform” and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. In this activities, the researcher found 14 utterance suggesting of representative acts used by the lecturer in teaching process. The data are T2/15.04.19/L2/M1/MPT/D7, T2/15.04.19/L2/M1/MPT/D9, T2/15.04.19/L2/M1/MPT/D10, T2/15.04.19/L2/M1/MPT/D11, T2/15.04.19/L2/M1/MPT/D13, T2/15.04.19/L2/M1/MPT/D20, T2/15.04.19/L2/M1/MPT/D25, T2/15.04.19/L2/M1/MPT/D28, T2/15.04.19/L2/M1/MPT/D34, T2/15.04.19/L2/M1/MPT/D37, T2/15.04.19/L2/M1/MPT/D43, T2/15.04.19/L2/M1/MPT/D46, T2/15.04.19/L2/M1/MPT/D49 and T2/15.04.19/L2/M1/MPT/D53. One of them can seen below:

L : *Enggak-enggak nek salah nggak papa, nek betul aja tak tambah 0,5. Yok maju! Ayo dicoba sik. 4 orang. Sini ditulis di samping sini. Silahkan pilih, pake setelah boleh, pake sebelum boleh. **Kecuali mas makruf, mas makruf nanti aja karena nilainya udah bagus.** Kasihan yang lain, yang lain dulu. Nanti kalau sudah mbahas soal, soalnya banyak nanti*

(No, if you wrong doesn't matter, if you correct I will give you 0,5. Lets going on! Try it. 4 students. You can read in beside. Lets choose one, use after ok, use before it's ok. Except Mr. Makruf, he already get good score. Pity with the other, give the chance to other. Then discuss the question, the question are much.)

(T2/15.04.19/L2/M1/MPT/D7).

Based on the dialogue above, the lecturer said “*Kecuali mas makruf, mas makruf nanti aja karena nilainya udah bagus.*” in the conversation above happened in the class. The context situation happened in main activity. In this context when the lecturer asked the students to answered the question in front of class, the lecturer gave notified that who allowed to answer the question will given plus score, except Makruf. Because he has gotten good scores. It is one of the ways to state for the students that they will know about the important information by notifying the utterances.

#### h) Predicting

Predicting is to assert with the proportional content condition that the proportional content is future with respect to the time of the utterance and the additional preparatory condition that the speaker has evidence in support of the proposition. In this activities, the researcher found one utterance suggesting of representative acts used by the lecturer in teaching process. The data is T2/15.04.19/L2/M1/MPT/D24. One act can seen below:

L : *Yang D. Gampang to? Gampang banget. Kui soal 100, 5 menit we dadi no kui*  
 (It’s D. Easy right? So easy. If there are 100 question, it will finish in 50 minute)  
 (T2/15.04.19/L2/M1/MPT/D24).

Based on the dialogue above, the lecturer said “*Gampang banget. Kui soal 100, 5 menit we dadi no kui.*” in the conversation above happened in the class. The context situation

happened in discussion of question. When most students can answer questions correctly then the lecturer gives a statement that the questions were easy. Then the lecturer gave a prediction that if there were 100 questions, it could be finished in just 5 minutes. It is one of the ways to state for the students that they will know about the important information by predicting the utterances.

i) Stating

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. In this activities, the researcher found one utterance suggesting of representative act used by the lecturer in teaching process. The data is T2/15.04.19/L2/M1/MPT/D22. One act can seen below:

- L : *Itu sudah konteknya, setelah titik-titik ada tulisan since to itu. Barti yang mana jawabannya? Dilihat since itu markernya siapa? Ya jadi jawabannya apa?*  
 (It's include context, after bla bla bla there is "since". So where is the answer? Lets see "since", it who's marker? So what is the answer?  
 ( T2/15.04.19/L2/M1/MPT/D22).

Based on the dialogue above, the lecturer said "*setelah titik-titik ada tulisan since to itu*" in the conversation above happened in the class. The context situation happened in main activity. After the lecturer explained the material about past continuous tens, he explained that if there is past continuous tense, the marker were "when and since". Then the lecturer asked students to look at the questions in the book. In the book students was asked to



circle the marker of past continuous tense. In this context the lecturer gives states that in the question the marker was “since”. It is one of the ways to state for the students that they will know about the important information by reminding the utterances.

j) Suggesting

Suggesting is giving a suggestion for someone to do something. Suggesting has both directive and representative use someone can suggest that you do something and something is the case. In this activities, the researcher found one utterance suggesting of representative acts used by the lecturer in teaching process. The data is T2/15.04.19/L2/M1/MPT/D29. One act can seen below:

L : *Sudah? Kalau sudah dibuka di halaman 115, itu ada practice 4, bentuknya adalah present sama past. Ada 30 soal itu. Yok kamu kerjakan maksimal 5 menit. Dikerjakan 30 soal. **Nggak usah diartikan, dilihat markernya saja.** Yuk semua mencoba, dicoba dulu di halaman 115*  
 (Have done? If you done lets open in page 115, there is practice 4, the formula is present and past. There is 30 question. Lets do it maksimum 5 minute. Do it all. Don't need to be translated, just see the marker. All of you should try it, try to do in page 115)  
 (T2/15.04.19/L2/M1/MPT/D29).

Based on the dialogue above, the lecturer said “*Nggak usah diartikan, dilihat markernya saja*” in the conversation above happened in the class. The context situation happened in main activity. This context happened after the lecturer explained the material about the present tense and past tense, then the lecturer

asked students to work on the questions in the book on page 115, there was 30 questions. Then the lecturer suggested that when working on the problem there was no need to translate the meaning, just look at the marker. In this context the lecturer gave suggested in order to students can work on the questions easily. It is one of the ways to state for the students that they will know about the important information by suggesting the utterances.

From the explanation above, the researcher make a table to show the finding of the types of representative speech acts used by the second lecturer in the main activity. The table can be seen below:

**Table 4. 7 Types of Representative Speech Acts used by the second Lecturer in Main Activity**

<b>Activity</b>	<b>Types of Representative Speech act</b>	<b>Frequency</b>
Main Activity	Affirming	23
	Arguing	1
	Assuring	2
	Denying	4
	Explaining	4
	Informing	10
	Notifying	14
	Predicting	1
	Stating	1
	Suggesting	1
Total		61

From the table above, the researcher found ten types of representative speech acts used by the lecturer in the main activity. The lecturer used affirming twenty three times, arguing one time, assuring two times, denying four times, explaining four

times, informing ten times, notifying fourteen times, predicting one time, stating one time, suggesting one time. The total was 61 utterances.

### 3) Closing

Closing activity has happened in the end of the lesson. In closing the lesson, the lecturer also performed representative speech act. Based on the observation, the researcher found one type of representative speech act performed by the lecturer. They include informing. On the analysis of this second lecturer utterance that include of representative speech act is:

#### a) Informing

To inform is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. In this activities, the researcher found one utterance informing of representative speech act used by the lecturer in teaching process. The data is T2/15.04.19/L2/M1/MPT/D63. One act can seen below:

L : ***Ow soalnya susah banget***  
 (The questions is so difficult)  
 (T2/15.04.19/L2/M1/MPT/D63).

Based on the dialogue above, the lecturer said “*Ow soalnya susah banget.*” in the conversation above happened in the class. The context situation happened in closing. In this context the lecturer informed the student that the questions of UTS is

difficult. Lecturers gave the information to students in order to students have preparation. It is one of the ways to state for the students that they will know about the important information by informing the utterances.

From the explanation above, the researcher make a table to show the finding of the types of representative speech acts used by the second lecturer in the closing activity. The table can be seen below:

**Table 4. 8 Types of Representative Speech Acts used by the Second Lecturer in Closing Activity**

Activity	Types of Representative Speech act	Frequency
Closing	Informing	1
Total		1

From the table above, the researcher found one type of representative speech acts used by the lecturer in the closing activity. The lecturer just used informing one times.

Based on the explanation above, the researcher made a table that showed about the types of representative speech acts used by **the second lecturer** during the teaching and learning process. The table can be seen below:

**Table 4. 9 Data Findings of The Realization of Representative speech Act Used by The Second Lecturer in Teaching and Learning Process on Grammar Class of The Second Semester in English Language Education of IAIN Surakarta**

Activity	No	Types of Representative Speech act	Frequency
Opening	1.	Reminding	1

	2.	Notifying	1
Main Activity	1.	Affirming	23
	2.	Arguing	1
	3.	Assuring	2
	4.	Denying	4
	5.	Explaining	4
	6.	Informing	9
	7.	Notifying	14
	8.	Predicting	1
	9.	Stating	1
	10.	Suggesting	1
Closing	1.	Informing	1
Total			63

Based on the table above, the researcher found 16 types representative speech acts used by **the second lecturer** during teaching and learning process. They were Affirming twenty three times, Arguing one time, Assuring two times, Denying one time, Explaining four times, Informing ten times, Notifying fifteen times, Predicting one times, Reminding one time, Stating one time, Suggesting one time. The total was 63 utterances.

The lecturers use more representative speech acts at the main activity stage, because at the main activity stage the lecturer explains the learning material repeatedly to students with the aim so that students can understand the material well.

In the learning process lecturers deliver material in accordance with the lesson plan. Based on the results of research conducted by researchers in the grammar class, **the second lecturer** explained the material about **past tense**. In the learning process lecturers do not always discuss the material taught at the

meeting. The researcher found lecturers' utterances which were not included in the learning material. Researchers can classify lecturers' utterances that discuss learning material and non-learning material at the meeting. Researchers found lecturers' utterances discussing the material at the meeting namely **past tense** material. The utterances are:

T2/25.04.19/L2/M1/MPT/D1, T2/25.04.19/L2/M1/MPT/D2,  
T2/25.04.19/L2/M1/MPT/D3, T2/25.04.19/L2/M1/MPT/D4,  
T2/25.04.19/L2/M1/MPT/D9, T2/25.04.19/L2/M1/MPT/D11,  
T2/25.04.19/L2/M1/MPT/D12, T2/25.04.19/L2/M1/MPT/D13,  
T2/25.04.19/L2/M1/MPT/D14, T2/25.04.19/L2/M1/MPT/D15,  
T2/25.04.19/L2/M1/MPT/D16, T2/25.04.19/L2/M1/MPT/D17,  
T2/25.04.19/L2/M1/MPT/D18, T2/25.04.19/L2/M1/MPT/D19,  
T2/25.04.19/L2/M1/MPT/D20, T2/25.04.19/L2/M1/MPT/D21,  
T2/25.04.19/L2/M1/MPT/D22, T2/25.04.19/L2/M1/MPT/D23,  
T2/25.04.19/L2/M1/MPT/D27, T2/25.04.19/L2/M1/MPT/D28,  
T2/25.04.19/L2/M1/MPT/D29, T2/25.04.19/L2/M1/MPT/D31,  
T2/25.04.19/L2/M1/MPT/D32, T2/25.04.19/L2/M1/MPT/D33,  
T2/25.04.19/L2/M1/MPT/D34, T2/25.04.19/L2/M1/MPT/D35,  
T2/25.04.19/L2/M1/MPT/D36, T2/25.04.19/L2/M1/MPT/D37,  
T2/25.04.19/L2/M1/MPT/D38, T2/25.04.19/L2/M1/MPT/D39,  
T2/25.04.19/L2/M1/MPT/D40, T2/25.04.19/L2/M1/MPT/D41,  
T2/25.04.19/L2/M1/MPT/D42, T2/25.04.19/L2/M1/MPT/D43,  
T2/25.04.19/L2/M1/MPT/D44, T2/25.04.19/L2/M1/MPT/D45,

T2/25.04.19/L2/M1/MPT/D47, T2/25.04.19/L2/M1/MPT/D50,  
 T2/25.04.19/L2/M1/MPT/D51, T2/25.04.19/L2/M1/MPT/D52,  
 T2/25.04.19/L2/M1/MPT/D53, T2/25.04.19/L2/M1/MPT/D57,  
 T2/25.04.19/L2/M1/MPT/D58, T2/25.04.19/L2/M1/MPT/D59,  
 T2/25.04.19/L2/M1/MPT/D60, T2/25.04.19/L2/M1/MPT/D61  
 and T2/25.04.19/L2/M1/MPT/D62. One of them can seen

below:

**L : *Ok yuk sekarang kita bahas. Untuk peristiwa yang pertama nanti pakainya adalah past perfect desangkan peristiwa yang kedua pakainya adalah simple past. Ok sekarang kita cek, nomer 1. Saya makan pagi itu peristiwa yang pertama, berarti pakainya adalah had diikuti dengan have, have nya berubah jadi verb 3, barti had nya dobel. I had had breakfast before I took a bath, ya betul.***

(Ok lets discuss. for the first case use past perfect, while second case use simple past. Ok lets check now, number 1. I breakfast is first case, it's use "had" followed by "have", "have" transform to verb 3, it's mean doble had. I had had breakfast before I took a bath, yes right.)  
 (T1/15.04.19/L1/M1/MPT/D9).

Based on the dialogue above, the lecturer said "*Ok yuk sekarang kita bahas. Untuk peristiwa yang pertama nanti pakainya adalah past perfect desangkan peristiwa yang kedua pakainya adalah simple past. Ok sekarang kita cek, nomer 1. Saya makan pagi itu peristiwa yang pertama, berarti pakainya adalah had diikuti dengan have, have nya berubah jadi verb 3, barti had nya dobel. I had had breakfast before I took a bath, ya betul.*" in the conversation above happened in the class. The context situation happened main activities. In that utterance the

lecturer discusses material about past tense in accordance with the learning plan that will be delivered at that meeting.

From the explanation above, the researcher makes a table to show the findings of utterances that explain about the material **past tense** and utterances that do not explain the past tense by **the second lecturer** in the learning process. The table can be seen below:

**Table 4. 10 Frequency of Utterances that Explain about the Material Past Tense and Utterances that Do Not Explain the Past Tense Used by the Second Lecturer in Learning Process**

No.	Utterances about Past Tense	Utterances is not about Past Tense
1.	T2/25.04.19/L2/M1/MPT/D1, T2/25.04.19/L2/M1/MPT/D2, T2/25.04.19/L2/M1/MPT/D3, T2/25.04.19/L2/M1/MPT/D4, T2/25.04.19/L2/M1/MPT/D9, T2/25.04.19/L2/M1/MPT/D11, T2/25.04.19/L2/M1/MPT/D12, T2/25.04.19/L2/M1/MPT/D13, T2/25.04.19/L2/M1/MPT/D14, T2/25.04.19/L2/M1/MPT/D15, T2/25.04.19/L2/M1/MPT/D16, T2/25.04.19/L2/M1/MPT/D17, T2/25.04.19/L2/M1/MPT/D18, T2/25.04.19/L2/M1/MPT/D19, T2/25.04.19/L2/M1/MPT/D20, T2/25.04.19/L2/M1/MPT/D21, T2/25.04.19/L2/M1/MPT/D22, T2/25.04.19/L2/M1/MPT/D23, T2/25.04.19/L2/M1/MPT/D27, T2/25.04.19/L2/M1/MPT/D28, T2/25.04.19/L2/M1/MPT/D29, T2/25.04.19/L2/M1/MPT/D31, T2/25.04.19/L2/M1/MPT/D32, T2/25.04.19/L2/M1/MPT/D33, T2/25.04.19/L2/M1/MPT/D34, T2/25.04.19/L2/M1/MPT/D35, T2/25.04.19/L2/M1/MPT/D36, T2/25.04.19/L2/M1/MPT/D37, T2/25.04.19/L2/M1/MPT/D38,	T2/25.04.19/L2/M1/MPT/D5, T2/25.04.19/L2/M1/MPT/D6, T2/25.04.19/L2/M1/MPT/D7, T2/25.04.19/L2/M1/MPT/D8, T2/25.04.19/L2/M1/MPT/D10, T2/25.04.19/L2/M1/MPT/D24, T2/25.04.19/L2/M1/MPT/D25, T2/25.04.19/L2/M1/MPT/D26, T2/25.04.19/L2/M1/MPT/D30, T2/25.04.19/L2/M1/MPT/D46, T2/25.04.19/L2/M1/MPT/D48, T2/25.04.19/L2/M1/MPT/D54, T2/25.04.19/L2/M1/MPT/D55, T2/25.04.19/L2/M1/MPT/D56, T2/25.04.19/L2/M1/MPT/D63.



	T2/25.04.19/L2/M1/MPT/D40, T2/25.04.19/L2/M1/MPT/D41, T2/25.04.19/L2/M1/MPT/D42, T2/25.04.19/L2/M1/MPT/D43, T2/25.04.19/L2/M1/MPT/D44, T2/25.04.19/L2/M1/MPT/D45, T2/25.04.19/L2/M1/MPT/D47, T2/25.04.19/L2/M1/MPT/D49, T2/25.04.19/L2/M1/MPT/D50, T2/25.04.19/L2/M1/MPT/D51, T2/25.04.19/L2/M1/MPT/D52, T2/25.04.19/L2/M1/MPT/D53, T2/25.04.19/L2/M1/MPT/D57, T2/25.04.19/L2/M1/MPT/D58, T2/25.04.19/L2/M1/MPT/D59, T2/25.04.19/L2/M1/MPT/D60, T2/25.04.19/L2/M1/MPT/D61, T2/25.04.19/L2/M1/MPT/D62.	
<b>Total</b>	48	15

From data above, the researcher found utterances by **second lecturer** who discussed material about **past tense** were 48 data and researcher found lecturers' utterances that did not discuss about past tense were 15 data. It means that the **second lecturer** explain the material about the **past tense** is 77% of the total utterances during teaching and learning process.

## **2. The Types of Representative Speech Acts Used by the English Lecturer on the Grammar Class of the Second Semester in English Language Education of IAIN Surakarta**

Based on the explanation above, the researcher made a table that showed about the types of representative speech acts used by the English

lecturer on the grammar class of second semester in English language education of IAIN Surakarta. The table can be seen below:

**Table 4. 11 The Types of Representative Acts Used by English Lecturer on the Grammar Class of Second Semester in English Language Education of IAIN Surakarta**

No.	Representative Acts	Frequency		
		L1	L2	Total
1.	Affirming	17	23	40
2.	Arguing	1	1	2
3.	Assuring	1	2	3
4.	Conjecturing	1	0	1
5.	Denying	1	4	5
6.	Explaining	0	4	4
7.	Guessing	1	0	1
8.	Informing	3	10	13
9.	Lamenting	2	0	2
10.	Notifying	19	15	34
11.	Praising	4	0	4
12.	Predicting	2	1	3
13.	Rebut	3	0	3
14.	Reminding	1	1	2
15.	Retrodict	1	0	1
16.	Stating	2	1	3
17.	Suggesting	1	1	2
<b>Total</b>		60	63	123

In data tabulation on the table 4.9, the researcher found 17 categories or types of the representative speech acts performed by the English lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta, which is dominant in the utterance which has been

categorized in the data tabulation. Those are affirming 40 data, arguing 2 data, assuring 3 data, conjecturing 1 data, denying 5 data, explaining 4 data, guessing 1 data, informing 13 data, lamenting 2 data, notifying 34 data, praising 4 data, predicting 3 data, rebut 3 data, reminding 2 data, retrodict 1 data, stating 3 data, and suggesting 2 data.

From the data display above, the researcher wants to know the representative speech acts dominant used by the English lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta. The researcher presents it for two lecturers. The detail can be seen below:

**a. First Lecturer**

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

**Table 4. 12 The Percentages of Representative Speech Acts Used by the First Lecturer**

No.	Types of Representative	Frequency	Percentage
1.	Affirming	17	28,30 %
2.	Arguing	1	1.70 %
3.	Assuring	1	1.70 %
4.	Conjecturing	1	1.70 %
5.	Denying	1	1.70 %

6.	Guessing	1	1.70 %
7.	Informing	3	5 %
8.	Lamenting	2	3.30 %
9.	Notifying	19	31.60 %
10.	Praising	4	6.60 %
11.	Predicting	2	3.30 %
12.	Rebut	3	5 %
13.	Reminding	1	1.70 %
14.	Retrodict	1	1.70 %
15.	Stating	2	3.30 %
16.	Suggesting	1	1.70 %
<b>Total</b>		60	100 %

Based on the table above, the researcher found 60 utterances used by the first lecturer. From 60 utterances, it includes affirming 17 data or 28.30%, arguing 1 data or 1.70%, assuring 1 data or 1.70%, conjecturing 1 data or 1.70%, denying 1 data or 1.70%, guessing 1 data or 1.70%, informing 3 data or 5%, lamenting 2 data or 3.30%, notifying 19 data or 31.60%, praising 4 data or 6.60%, predicting 2 data or 3.30%, rebut 3 data or 5%, reminding 1 data or 1.70%, retrodict 1 data or 1.70%, stating 2 data or 3.30%, and suggesting 1 data or 1.70%. From the classification above, it can be concluded that notifying was dominantly than the other used by the first lecturer during teaching and learning process.

#### **b. Second Lecturer**

The percentage of types of representative acts that was used by the second lecturer in teaching and learning process on grammar class of the second semester in the English language education of IAIN Surakarta. The researcher used table to make easier to know the

frequency of the used representative acts used by the second lecturer.

The table as below:

**Table 4. 13 The Percentages of Representative Speech Acts Used by the Second Lecturer**

No.	Types of Representative	Frequency	Percentage
1.	Affirming	23	36.50 %
2.	Arguing	1	1.60 %
3.	Assuring	2	3.10 %
4.	Denying	4	6.40 %
5.	Explaining	4	6.40 %
6.	Informing	10	15.80 %
7.	Notifying	15	23.80 %
8.	Predicting	1	1.60 %
9.	Reminding	1	1.60 %
10.	Stating	1	1.60 %
11.	Suggesting	1	1.60 %
<b>Total</b>		63	100%

Based on the table above, the researcher found 63 utterances used by the second lecturer. From 63 utterances, it includes affirming 23 data or 36.50%, arguing 1 data or 1.60%, assuring 2 data or 3.10%, denying 4 data or 6.40%, explaining 4 data or 6.40%, informing 10 data or 15.80%, notifying 15 data or 23.80%, predicting 1 data or 1.60%, reminding 1 data or 1.60%, stating 1 data or 1.60%, and suggesting 1 data or 1.60%. From the classification above, it can be concluded that affirming was dominantly than the other used by the second lecturer during teaching and learning process.

From the research finding, the researcher found 60 utterances from the first lecturer and 63 utterances from the second lecturer. From the first and the second lecturer used 123 utterances of types of representative speech acts. The distribution of each type of representative speech acts performed by the lecturer in the grammar class of the second semester in English Language Education of IAIN Surakarta is illustrated in table 4.14, as follows:

**Table 4. 14 The Types and Percentages of Representative Acts Used by the Second Lecturer**

No.	Representative Acts	Frequency			Percentage		
		L1	L2	Total	L1	L2	Total
1.	Affirming	17	23	40	28,30 %	36,50 %	32,50 %
2.	Arguing	1	1	2	1,70 %	1,60 %	1,70 %
3.	Assuring	1	2	3	1,70 %	3,10 %	2,40 %
4.	Conjecturing	1	0	1	1,70 %	0 %	0,80 %
5.	Denying	1	4	5	1,70 %	6,40 %	4,10 %
6.	Explaining	0	4	4	0 %	6,40 %	3,20 %
7.	Guessing	1	0	1	1,70 %	0 %	0,80 %
8.	Informing	3	10	13	5 %	15,80 %	10,50 %
9.	Lamenting	2	0	2	3,30 %	0 %	1,70 %
10.	Notifying	19	15	34	31,60 %	23,80 %	27,60 %
11.	Praising	4	0	4	6,60 %	0 %	3,20 %
12.	Predicting	2	1	3	3,30 %	1,60 %	2,40 %
13.	Rebut	3	0	3	5 %	0 %	2,40 %
14.	Reminding	1	1	2	1,70 %	1,60 %	1,70 %
15.	Retrodict	1	0	1	1,70 %	0 %	0,80 %
16.	Stating	2	1	3	3,30 %	1,60 %	2,40 %
17.	Suggesting	1	1	2	1,70 %	1,60 %	1,70 %
<b>Total</b>		60	63	123	100 %	100 %	100 %

The total data obtained from the first lecturer and second lecturer, the researcher concluded that the first rank there is affirming acts with 40 utterances or 32.50% out of the total of representative acts. In the second rank there is notifying acts with 34 utterances or 27.60% out of the total of representative acts. In the third rank there is informing acts with 13 utterances or 10.60% out of the total of representative acts. In the fourth rank there is denying acts with 5 utterances or 4.10% out of the total of representative acts. In the fifth rank there is explaining acts with 4 utterances or 3.20% out of the total of representative acts. In the sixth rank there are four types including assuring, predicting, rebut and stating with 3 utterances or 2.70% each type out of the total of representative acts. In the seventh rank there are four types including arguing, lamenting, reminding and suggesting acts with 2 utterances or 1.70% each type out of the total of representative acts. In the last rank there are three types including conjecturing, guessing and retrodict acts with 1 utterances or 0.80% each type out of the total of representative acts uttered by the lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta during teaching and learning process.

The lecturers use more representative speech acts at the main activity stage, because at the main activity stage the lecturer explains the learning material repeatedly to students with the aim so that students can understand the material well.

## **B. Discussion**

This section presents the discussion of the research findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the realization of representative speech act and the types of representative speech acts used by the lecturers in the teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta.

Researcher applied the theory to analyze the dialog of teachers in teaching and learning process. the researcher classified those types of representative speech acts based on Searle and Vanderveken's theory (1985: 182) into thirt two sub catagories, they are asserting, claiming, disclaiming, affirming, stating, denying, assuring, arguing, rebut, informing, notifying, reminding, objecting, predicting, retrodict, reporting, suggesting, insisting, conjecturing, hypothesizing, guessing, swearing, testifying, admitting, confessing, accusing, blaming, criticizing, praising, complaining, boasting, lamenting. From the research finding, the researcher found several types of representative speech acts used by the lecturers during teaching and learning process. The findings are discussed below.

### **1. Realization of Representative Speech Acts Used by The Lecturers**

In this part of discussion, the researcher would like to discuss about the result of the study related to the realization of speech act that was used by lecturers in the teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta



with the theory of representative speech acts. In this research, researcher used the Searl's theory about kinds of speech acts. Then, researcher applied the theory to analyze the dialog of lecturers in the teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta.

In doing teaching and learning in the class, lecturers cannot deny that they often implement representative speech act to ease communication between or among the teacher and learners. Lecturers applied representative speech act almost in each part of teaching and learning especially to greet, command, offer and confirm on the opening, main activity and closing. In addition, lecturers use speech act on the way they talk to the students attractively and expressively. After conduct the research, the researcher

**a. Realization of Representative Speech Acts Used by First Lecturer**

In the opening class, the lecturer used kinds of representative speech act which can attract the students in the learning process. the lecturer prepares students psychologically and physically to do the learning process by repeating the learning material in the previous meeting so that students are ready to take the next lesson keeping in mind the previous lessons, so the learning process can be effective. lecturers involve students in question and answer interactions in the review process, this aims to determine the condition of student readiness and the ability of students to receive further material. In the opening activities the lecturer rarely used kinds representtive speech acts because in the opening lecturer just riview the material on the previous meeting.

In the main activity, the lecturer always explains the material. In this material explanation it is called “explaining”. This explaining activity is always done because to explain the material to students so that students understand the material, so that this activity is always repeated so students really understand and are clear and do not cause misunderstandings between lecturers and students in the learning activities. In the main activity the lecturer often used kinds of representative speech act to explain repeatedly the material to the students in the learning process.

Closing activity has happened in the end of the lesson. In closing the lesson, lecturers also performed some representative speech acts. Lecturers and learners make a summary of the material already learned at this meeting. Teachers give assignments to learners to collect duties on the upcoming meetings. The teacher explained the plan further learning and teachers close the lesson by giving greetings. Lecturers also provide information related to learning and material for students so students can prepare in advance to carry out the learning process at the next meeting. In the closing activity the lecturer rarely used kinds of representative because the lecturer just gave information about material that will be discussed in next meeting.

In the learning process lecturers deliver material in accordance with the lesson plan. Based on the results of research conducted by researchers in the grammar class lecturer explained the material about adverb phrase. In the learning process lecturers do not always discuss

the material taught at the meeting. The researcher found lecturers' utterances which were not included in the learning material. Researchers can classify lecturers' utterances that discuss learning material and non-learning material at the meeting. After conduct the research, researcher found lecturers' utterances discussing the material at that meeting about adverb phrase. The reasearcher found utterances by **first lecturer** who discussed material about adverb phrase were 27 data and researcher found lecturers' utterances that did not discuss about adverb phrase were 33 data. It means that the lecturer's utterances who explain the material about the adverb phrase is 45% and discuss about non-material is 55% of the total utterances during teaching and learning process.

**b. Realization of Representative Speech Acts Used by Second Lecturer**

In the opening class, the lecturer used kinds of representative speech act which can attract the students in the learning process. the lecturer prepares students psychologically and physically to do the learning process by repeating the learning material in the previous meeting so that students are ready to take the next lesson keeping in mind the previous lessons, so the learning process can be effective. lecturers involve students in question and answer interactions in the review process, this aims to determine the condition of student readiness and the ability of students to receive further material. In the opening activities the lecturer rarely used kinds representtive speech acts because in the opening lecturer just riview the material on the previous meeting.

In the main activity, the lecturer always explains the material. in this

material explanation it is called “explaining”. This explaining activity is always done because to explain the material to students so that students understand the material, so that this activity is always repeated so students really understand and are clear and do not cause misunderstandings between lecturers and students in the learning activities. In the main activity the lecturer often used kinds of representative speech act to explain repeatedly the material to the students in the learning process.

Closing activity has happened in the end of the lesson. In closing the lesson, lecturers also performed some representative speech acts. Lecturers and learners make a summary of the material already learned at this meeting. Teachers give assignments to learners to collect duties on the upcoming meetings. The teacher explained the plan further learning and teachers close the lesson by giving greetings. lecturers also provide information related to learning and material for students so students can prepare in advance to carry out the learning process at the next meeting. In the closing activity the lecturer rarely used kinds of representative because the lecturer just gave information about material that will be discussed in next meeting.

In the learning process lecturers deliver material in accordance with the lesson plan. Based on the results of research conducted by researchers in the grammar class lecturer explained the material about past tense. In the learning process lecturers do not always discuss the material taught at the meeting. The researcher found lecturers' utterances

which were not included in the learning material. Researchers can classify lecturers' utterances that discuss learning material and non-learning material at the meeting. After conduct the research, researcher found lecturers' utterances discussing the material at that meeting about past tense. The reasearcher found utterances by **second lecturer** who discussed material about past tense were 48 data and researcher found lecturers' utterances that did not discuss about past tense were 15 data. It means that the lecturer's utterances who explain the material about the past tense is 77% and discuss about non-material is 23% of the total utterances during teaching and learning process.

## 2. Types of Representative Speech Acts Used by The Lecturers

Based on the data finding about types of representative speech acts uttered by two English lecturer on English teaching and learning process on on the grammar class of the second semester in the English language education of IAIN Surakarta based on observation on April 2019, the researcher classified those types of representative speccch acts based on Searle and Vanderveken's theory (1985: 182) into thirt two sub catagories, they are asserting, claiming, disclaiming, affirming, stating, denying, assuring, arguing, rebut, informing, notifying, reminding, objecting, predicting, retrodict, reporting, suggesting, insisting, conjecturing, hypothesizing, guessing, swearing, testifying, admitting, confessing, accusing, blaming, criticizing, praising, complaining, boasting, lamenting. Yule (1996:53) adds that the statements of fact, assertion, conclusion,

description or explanation are examples of the speaker representing the world as he or she believes.

Based on the observation on April, 15<sup>th</sup> until 25<sup>th</sup> about types of representative speech acts used by English lecturer on the grammar class of the second semester in the English language education of IAIN Surakarta, the researcher found several types of representative speech acts used by the lecturers during teaching and learning process.

After conducting the research, the researcher found seventeen types of representative speech acts performed by two lecturers in teaching learning process on the grammar class of the second semester in the English language education of IAIN Surakarta according to Searle and Vanderveken's theory. However, the findings show that there were only seventeen types of representative speech acts performed by the lecturer, namely affirming, arguing, assuring, conjecturing, denying, explaining, guessing, informing, lamenting, notifying, praising, predicting, rebut, reminding, retrodict, stating, suggesting. For the types asserting, claiming, disclaiming, objecting, reporting, insisting, hypothesizing, swearing, testifying, admitting, confessing, accusing, blaming, criticizing, complaining, boasting are not found in this research.

After research, analyzing the dialog of the lecturer on the teaching and learning process in the classroom, the researcher did not find all of the kinds of representative speech acts. The researcher only found 17 of 32 kinds of representative speech act of Searle and Vanderveken's theory used by the lecturers. The first and the second lecturer used 123 utterances of

types of representative speech acts. From 123 utterances, affirming utterance was used 40 times. The affirming is mostly performed by the lecturers during teaching and learning process.

Affirming is assertive which have the same illocutionary point, mode of achievement, degree of strength, proportional content conditions, preparatory conditions, and sincerity conditions as “assert”. Affirming in this case, carrying the positive assertion as opposed to negative assertion. In learning activities the lecturers sometimes uses affirming to express something that is liked by the lecturer or not. This type is often used by lecturers in the learning process because the function of this type is to affirm to the students when the student uttered their statement. Researcher have found this type which is in accordance with the theory of searle and vanderveken (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Arguing is the action which against a certain thesis. When someone argue that *P* one represent that *P* and gives reason which support the proposition that *P*, normally with the perlocutionary intention of convincing the hearer that *P*. In the learning process activities lecturers sometimes use utterances arguing to argue with students in terms of justifying the opinions of lecturers because what is delivered by the lecturer is included based on the scientists. This type is rarely used by lecturers, because in the learning process there is rarely debate. Because the function of this type is to oppose a statement. In the learning process researcher have found this type which

is in accordance with the theory of searle and vanderveken (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Assuring is done when one assures one tries to make the hearer feel sure, normally because he already has some doubts. To assure is the representative act with the perlocutionary intention of convincing the hearer of the truth of the propositional content in the world of the utterance. This illocutionary intention increases the degree of strength of the illocutionary point and determines the preparatory condition that the hearer has some doubts about the truth of the propositional content. In the learning process activities, lecturers sometimes use utterances to convince students that the material that the lecturers convey is true and based on science. This type is rarely used by lecturers in the learning process because the function of this type is to convince students. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Conjecturing is when  $P$  is to weakly assert that  $P$  while presupposing that one has at least some slight evidence. In the learning process activities the lecturer sometimes uses conjecturing utterances in students to guess something that happened in the learning process, whether it is right or wrong. This type is rarely used by lecturers in the learning process because the function of this type is to conjecture something. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.



Denying creates the action of denial and oppose or negate the proposition. It can be said that  $|\text{deny}| P) = |\text{=} (\sim P)$ . To deny that  $P$  is simply to assert not  $P$ . In the learning process activities lecturers sometimes use denying utterances to deny student opinions that are not true or not true based on science. This type is often used by lecturers in the learning process because the function of this type is to deny something. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Explaining is make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas. in the process of learning activities lecturers sometimes use explaining utterances that aim to explain the material to students so students can understand clearly what has been explained by the lecturer. This type is often used by lecturers in the learning process because the function of this type is to explain the material to students. Researcher have found this type which is in accordance with the theory of searle and vanderveken (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Guessing can just be an unfounded stab in the dark. None of the three types of act is essentially hearer-directed, and indeed one can hypothesize, guess or conjecture without performing any overt speech acts at all. In the process of learning activities lecturers sometimes use guessing utterances on students to guess something that happens to students, whether something is true or not. This type is rarely used by lecturers in the learning process

because the function of this type is to guess something. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Informing is to assert to a hearer with the additional preparatory condition that the hearer does not already know what he is being informed of. This type is often used by lecturers in the learning process because the function of this type is to give information to students related to the material and the learning process so students can prepare in advance. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Lamenting is to lamenting that P is to assert P while expressing dissatisfaction and sadness that P, because of the ego a feature e lacking in lamenting. Lamenting differs from complain, only by the fact that sadness. This type is rarely used by lecturers in the learning process because the function of this type is to to express conditions where the lecturer is less comfortable with the conditions experienced during the learning process. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Notifying is to assert to a hearer with the additional of achievement that the hearer be put on notice. The speaker informs or notifies the hearer by making a statement or assertion to him, but the direct object of “inform”

and “notify” is a personal non or pronoun referring to the hearer whereas the indirect object is a “that” clause. This type is often used by lecturers in the learning process because the function of this type is to notify some information to the related to learning material. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Praising is to praise someone or something is to assert that a certain state of affairs that has to do with him or it is good while expressing approval of him or it. This type is often used by lecturers in the learning process because the function of this type is to praise students who excel and are active in the learning process. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Predicting is to assert with the proportional content condition that the proportional content is future with respect to the time of the utterance and the additional preparatory condition that the speaker has evidence in support of the proposition. Evidence is a special kind of reason. In the process of learning activities lecturers seldom use predicting utterances on students to predict whether what will happen in the future based on existing evidence. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Rebut is the act to argues against and argument or view already put forward. In the standard case, someone rebut an argument by arguing

against it. Thus to rebut *P* is to argue that not *P* with the additional preparatory condition that it has already been previously argued (or at less asserted) that *P*. In the process of learning activities lecturers sometimes use utterances rebut to students in incorrect pronunciation then lecturers justify using rebut utterance, so students are not mistaken in the pronunciation of words. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Reminding is to assert to a hearer with the additional preparatory condition that the hearer once knew and might have forgotten the propositional content. Thus only by having more preparatory conditions attributing propositional attitude to the speaker. "Remind" is hybrid verbs because reminding does not need to be a speech acts at all. For example, someone was reminding of event in the past by eating and madeleine. In the process of learning activities lecturers seldom use utterances reminding to remind something of students with the aim that students do not forget what the lecturer has said. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Retrodict is the opposite of predict. To retrodict is simply to represent past proposition with respect to the time of the utterance of the basis of present evidence. "Retrodict differs in this respect from "report". He/she can, for example report what he/she remembers but if someone makes a statement on the basis of their memory it is not a retrodict. In the

process of learning activities lecturers rarely use utterances retrodict to students to ensure whether predictions that occur in the past actually occur or not. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Stating something is connected to the notion of setting something forth or representing something normally for the benefit or edification of the hearer. Stating in the other hands will connect to the motion of setting something. In the process of learning activities lecturers seldom use utterances stating to express an idea or topic so students are sure what the lecturer says is true. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

Suggesting is giving a suggestion for someone to do something. Suggesting has both directive and representative use someone can suggest that you do something and something is the case. It seems likely that the directive use is historically primary. But the representative use is a genuine use in contemporary English. Suggesting is not forcing the hearer to do. In the process of learning activities lecturers rarely use utterances suggesting to give advice to students with the aim that students can do the best and be what they want. Researcher have found this type in accordance with the searle and vanderveken theories (1985: 182). And this type has also been used by Khoirunnisa Wulan Junaidi in his thesis.

From the research finding, the researcher found 60 utterances from the first lecturer and 63 utterances from the second lecturer. From the first and the second lecturer used 123 utterances of types of representative speech acts. After analyzed the data finding, the researcher found seventeen categories or types of the representative speech acts performed by the lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta, which is dominant in the utterance which has been categorized in the data tabulation. Those are affirming 40 data, arguing 2 data, assuring 3 data, conjecturing 1 data, denying 5 data, explaining 4 data, guessing 1 data, informing 13 data, lamenting 2 data, notifying 34 data, praising 4 data, predicting 3 data, rebut 3 data, reminding 2 data, retrodict 1 data, stating 3 data, and suggesting 2 data.

In the first rank there is affirming acts with 40 utterances or 32.50% out of the total of representative acts. In the second rank there is notifying acts with 34 utterances or 27.60% out of the total of representative acts. In the third rank there is informing acts with 13 utterances or 10.60% out of the total of representative acts. In the fourth rank there is denying acts with 5 utterances or 4.10% out of the total of representative acts. In the fifth rank there is explaining acts with 4 utterances or 3.20% out of the total of representative acts. In the sixth rank there are four types including assuring, predicting, rebut and stating with 3 utterances or 2.70% each type out of the total of representative acts. In the seventh rank there are four types including arguing, lamenting, reminding and suggesting acts with 2 utterances or 1.70% each type out of the total of representative acts. In the last rank there

are three types including conjecturing, guessing and retrodict acts with 1 utterances or 0.80% each type out of the total of representative acts uttered by the lecturer on the grammar class of the second semester in English Language Education of IAIN Surakarta during teaching and learning process.

Furthermore, the table points out that the most dominant representative speech acts used by the lecturer is affirming with 40 utterances which is represent 32.50% out of the total number of representative utterances produced by the lecturer during teaching and learning process on the grammar class of the second semester in English Language Education of IAIN Surakarta.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This research is concerned with the pragmatic analysis of the realization and types Searle and Vanderveken's of representative speech acts used by the lecturers in the teaching and learning process on the grammar class of the second semester in English language education of IAIN Surakarta. In line with the objectives of research, to identify the realization of representative speech acts and the types of representative speech acts used by the lecturer in teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta the result of research can be conclude as follow:

1. There are the realization of speech act that was used by lecturer in IAIN Surakarta with the theory of representative speech acts. In this research, research uses the Searl and Vanderveken's theory about kinds of representative speech acts. Then, researcher applies the theory to analyze the dialog of lecturer in teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta. Searl and Vanderveken's theory shows that there are 17 kinds of representative speech act; affirming, arguing, assuring, conjecturing, denying, explaining, guessing, informing, lamenting, notifying, praising, predicting, rebut, reminding, retrodict, stating, suggesting. The lecturers use more representative speech acts



at the main activity stage, because at the main activity stage the lecturer explains the learning material repeatedly to students with the aim so that students can understand the material well. So, the realization of representative speech act used by lecturer in teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta it's good. Because, English lecturer can use good speech in teaching and learning process in the classroom and be able to communicate well also to students. Furthermore, English lecturer in grammar class of IAIN Surakarta has the ability in speech or communicate well in the teaching and learning process in the classroom.

2. After analyzing the data, the researcher has found seventeen types of representative speech acts used by the lecturers in teaching and learning process on the grammar class of the second semester in the English language education of IAIN Surakarta, there are 123 utterance from the lecturer's performed. There were affirming, arguing, assuring, conjecturing, denying, explaining, guessing, informing, lamenting, notifying, praising, predicting, rebut, reminding, retrodict, stating, suggesting. When using this representative acts the speaker has to have a special institutional roles. In teaching and learning process, it is impossible if the lecturers suddenly has a special institutional. It is also impossible if during the teaching and learning process, the lecturers defines abbreviate, names, marrying the students. The affirming was mostly dominant used by the lecturers in teaching and learning process.

The affirming were found to be the most performed representative speech acts by the two lecturers during teaching and learning activities especially on the grammar class which occurred in 40 times. Which is represent 32.50% out of the total number of representative utterances produced by the lecturer during teaching and learning process on the grammar class of the second semester in English Language Education of IAIN Surakarta.

## **B. Suggestion**

Based on the conclusion and implication that have been explained above, some suggestion are proposed to the following parties:

### 1. To linguistic students

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

### 2. To the other researcher

The objective of this research is limited only to identify the types of illocutionary acts performed by the lecturers during teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researcher who wish to carry out similar study to investigate more about other aspects of pragmatics such as

perlocutionary acts, implicature and speech act in different theory. It is also suggested to enlarge the study by investigating the students' speech acts since the present the study has not explored it yet.

### 3. To The Lecturers

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

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# APPENDICES



The Finding of Types of Representative Speech Acts used by the First Lecturer on Grammar Class of the Second Semester in English Language Education of IAIN Surakarta.

No	CODE	UTTERANCE	CLASSIFICATION	CONTEXT
1.	T1/15.04.19/L1/M1/ MAP/D1	<b>Baru pertengahan tanggal lho ya.</b> Baru tanggal 15 kok wes habis ki piye?	stating	The situation happened when the lecturer stated that at the day was only mid-month.
2.	T1/15.04.19/L1/M1/ MAP/D2	<b>Oke, yesterday we have discuss about verb phrase and also phrasal verb.</b> Do you still remember about verb phrase? Verb phrase ki opo?	Reminding	The situation happened when the lecturer reminded to the student about material ysterday that are verb phrase and phrasal verb.
3.	T1/15.04.19/L1/M1/ MAP/D3	<b>And today we move to adverb phrase.</b> Sudah dibaca?	Notifying	The situation happened when the lecturer notified to the student that on that day they will learn about new material that is adverb phrase.
4.	T1/15.04.19/L1/M1/ MAP/D4	<b>Tambah grammer tambah mumet yo.</b>	Lamenting	The situation happened when the lecturer lamented the student's

				condition after test.
5.	T1/15.04.19/L1/M1/ MAP/D5	Diwoco sik sedelo. <b>Ini tanggal 15 ya.</b> Dibaca oleh absen 25 aja kalo gitu, Fadil.	Notifying	The situation happened when the lecturer notified students that date of that day was 15 April.
6.	T1/15.04.19/L1/M1/ MAP/D6	Paham ya. <b>Jadi adverb phrase itu phrase nya dari adverb.</b> Adverb ki opo?	Notifying	The situation happened when the lecturer notified the students about unsure of adverb phrase.
7.	T1/15.04.19/L1/M1/ MAP/D7	<b>Nah, bedanya adalah kalo adverb tok itu hanya satu kata, ini lebih dari satu kata, misalkan saya ngomong, “Dia di sini.”, di sini kalo bahasa Inggris hanya “here”.</b> Terus di adverb phrase kan jadi gimana?	Notifying	The situation happened when the lecturer notified the students about different between adverb and adverb phrase.
8.	T1/15.04.19/L1/M1/ MAP/D8	<b>Iya in this class, jadi perubahan “here” itu adalah adverb tok, kalo “in this class” itu adalah adverb phrase penunjuk tempat. Cuman bentuknya “in this class” itu diawali dengan preposisi “in” kan? Lha ini</b>	Notifying	The situation happened when the lecturer notified to the students about change of adverb to adverb phrase.

		<b>juga disebut sebagai prepositional phrase. Kenapa prepositional phrase? Karena diawali oleh preposisi tapi fungsinya sebagai adverb. Bisa dicentelkan? Nah nanti contoh-contohnya akan mempercentel semua. Nah fadil, tunjuk!</b>		
9.	T1/15.04.19/L1/M1/ MAP/D9	<b>Iya.</b>	Affirming	The situation happened when the lecturer affirmed the student's question.
10.	T1/15.04.19/L1/M1/ MAP/D10	<b>Kalo here itu adalah adverb, terus in this spot itu adalah adverb phrase. Gampang ya? Nah biasanya diawali oleh preposition. Lanjut tunjuk lainnya!</b>	Notifying	The situation happened when the lecturer notified to the students about different of the adverb and adverb phrase. And give a clue to them.
11.	T1/15.04.19/L1/M1/ MAP/D11	<b>Oke, itu ya. Jadi misale nek di situ ada during juga, ada location saja, tapi bisa digandengkan dengan</b>	Notifying	The situation happened when the lecturer notified to the students about preposition of adverb prase of place.

		<p><b>time. Tadi pertama kan sudah ada location, ini kemudian ada time. Nek time biasane ada it, at, on terus ada during, ada between, ada next, ada few. Biasanya itu nanti bisa digabung dengan orang, kalo orang jadi noun phrase. Lha kalo digabung dengan waktu, menjadi adverb phrase. Terus di bawahnya lagi ada you are given an examples, the first is John answered rudely. Itu adalah manner ya! Tapi itu hanya satu kata, lha rudely itu kemudian dionceki, diperpanjang, dalam bentuk phrase menjadi in a rude manner. Lha in a rude manner itu menjadi adverb phrase. Mulai dari mana?</b></p>		
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12.	T1/15.04.19/L1/M1/ MAP/D12	<b>In ya....jadi nanti cara mencarannya, cara menitiknya, cara menggaris bawah, cara membolongi itu dari preposition. Terus bawahnya ada carelessly, without care.</b> Barti ada berapa tipe yang sudah kita baca tadi? How many types of adverb phrase?	Notifying	The situation happened when the lecturer notified the students about the way to identify the advebr phrase.
13.	T1/15.04.19/L1/M1/ MAP/D13	<b>The first is adverb of placce, second is time, third is manner. Semuanya terbentuk biasanya diawali oleh preposition.</b> Lanjut! Siapa tadi? Intan Pariwara tunjuk!	Notifying	The situation happened when the lecturer notified the students about kinds of adverb phrase and characteristics of adverb phrase.
14.	T1/15.04.19/L1/M1/ MAP/D14	<b>Ndak boleh!</b>	Rebut	The situation happened when the lecturer rebutted of students' request to choose the same friend to answer the question.
15.	T1/15.04.19/L1/M1/ MAP/D15	<b>Yang lain boleh.</b>	Affirming	The situation happened when the lecturer affirmed student's request.

16.	T1/15.04.19/L1/M1/ MAP/D16	Siapa? <b>Ndak boleh mbalik ke Fadil!</b> Yang lain. Mosok Fadil laku keras.	Rebut	The situation happened when the lecturer rebutted of students' request to choose the same friend to answer the question.
17.	T1/15.04.19/L1/M1/ MAP/D17	/‘pàkət/. <b>Poket itu adalah makanan dari kambing.</b> Ra ngerti?	Arguing	The situation happened when the lecturer argued the wrong pronunciation word said by the student.
18.	T1/15.04.19/L1/M1/ MAP/D18	/bi’twēn/. /bitwen/ ki opo?	Rebut	The situation happened when the lecturer rebutted wrong pronunciation of the student.
19.	T1/15.04.19/L1/M1/ MAP/D19	<b>Jadi kalo orang udah terbiasa, sing metu kui udah di luar kontrol kepalanya. Itu yang bekerja alam bawah sadar.</b>	Notifying	The situation happened when the lecturer notified to the students if they often make a mistake in pronunciation of words then they will say the wrong pronunciation automatically.
20.	T1/15.04.19/L1/M1/ MAP/D20	<b>Atau jangan-jangan selama ini kita yang salah ya, yang bener malah /bitwen/ itu tadi ya?</b> Yoo, ini adverb phrase nya yang mana?	Conjecturing	The situation happened when the lecturer conjectured that all this time he had missed the pronunciation.

21.	T1/15.04.19/L1/M1/ MAP/D21	<b>Sindi pake S ya?</b>	Predicting	The situation happened when the lecturer predicted student's name.
22.	T1/15.04.19/L1/M1/ MAP/D22	<b>Yo Farida!</b>	Affirming	The situation happened when the lecturer affirmed the student's request.
23.	T1/15.04.19/L1/M1/ MAP/D23	<b>Ya kamu.</b>	Affirming	The situation happened when the lecturer affirmed the student's request.
24.	T1/15.04.19/L1/M1/ MAP/D24	<b>Aku sesuk ora mangkat yo.</b>	Stating	The situation happened when the lecturer stated that he will didn't come tomorrow.
25.	T1/15.04.19/L1/M1/ MAP/D25	<b>Lha nek mangkat aku disengeni terus kok.</b>	Predicting	The situation happened when the lecturer predicted that if he come tomorrow, he will scolded.
26.	T1/15.04.19/L1/M1/ MAP/D26	<b>Iyo dibaca, penakmen ora diwoco.</b>	Affirming	The situation happened when the lecturer affirmed the student's question.
27.	T1/15.04.19/L1/M1/ MAP/D27	<b>Oriana njawabnya of the play offs. Itu dia tadi menjawab adverb of place ya.</b>	Affirming	The situation happened when the lecturer affirmed the student's answer.

28.	T1/15.04.19/L1/M1/ MAP/D28	<b>Ya itu time ya.</b> Playoffs itu apa barti?	Affirming	The situation happened when the lecturer affirmed the student's answer.
29.	T1/15.04.19/L1/M1/ MAP/D29	<b>Yo pokoke yen ra sak durunge yo sak bar e yo to. Barti time.</b>	Assuring	The situation happened when the lecturer assured the students about adverb phrase of time.
30.	T1/15.04.19/L1/M1/ MAP/D30	<b>Yes you!</b>	Affirming	The situation happened when the lecturer affirmed the student's request.
31.	T1/15.04.19/L1/M1/ MAP/D31	<b>Podò.</b>	Notifying	The situation happened when the lecturer notified to the student that his answer same with the answer before.
32.	T1/15.04.19/L1/M1/ MAP/D32	<b>Manner ya, bukan time.</b> What's your name?	Affirming	The situation happened when the lecturer affirmed the student's answer about adverb phrase of manner.
33.	T1/15.04.19/L1/M1/ MAP/D33	<b>Masih nomer 3,</b> masih ada lagi nggak nomer 3?	Notifying	The situation happened when the lecturer notified the student that discuss of question still in number 3.
34.	T1/15.04.19/L1/M1/ MAP/D34	<b>To preserve the flavor. Manner ya.</b>	Notifying	The situation happened when the lecturer notified the students that the



				answer was adverb of manner.
35.	T1/15.04.19/L1/M1/ MAP/D35	<b>Place yo, in cooler itu place. Placed them in cooler. Menempatkan di kulkas.</b> Mosok di kulkas menjadi manner?	Affirming	The situation happened when the lecturer affirmed the student's answer about adverb of plasce.
36.	T1/15.04.19/L1/M1/ MAP/D36	<b>Manner.</b> What's your name?	Affirming	The situation happened when the lecturer affirmed the student's answer about adverb of manner.
37.	T1/15.04.19/L1/M1/ MAP/D37	<b>Sintya Yunita ya?</b>	Guessing	The situation happened when the lecturer guessed the Sintya's full name.
38.	T1/15.04.19/L1/M1/ MAP/D38	<b>Lha ngerti ngene mau rasah dijelaske neng ngarep langsung dibahas wae.</b>	Retrodict	The situation happened when the lecturer retrodict that the students have understood of the materi.
39.	T1/15.04.19/L1/M1/ MAP/D39	<b>Yes you!</b>	Affirming	The situation happened when the lecturer affirmed the student's request.
40.	T1/15.04.19/L1/M1/ MAP/D40	Yo dibaca sik printahnya apa! <b>Underline the adverbial phrases, on</b>	Notifying	The situation happened when the lecturer notified the students to

		<b>the line write the question based on its answer. Bikin pertanyaan yang jawabannya ini.</b>		understand about the command of the question.
41.	T1/15.04.19/L1/M1/ MAP/D41	<b>What time boleh, when boleh. When do your daughter arrive? atau when will your daughter arrive? Bisa ya.</b>	Affirming	The situation happened when the lecturer affirmed the student's answer about adverb of time.
42.	T1/15.04.19/L1/M1/ MAP/D42	<b>Does. Itu kan di sini drives to. Makane does. What's your name?</b>	Notifying	The situation happened when the lecturer notified the students about use of auxiliary verbs.
43.	T1/15.04.19/L1/M1/ MAP/D43	<b>Karena di sini were reading ya to. Maka itu dimasukan ke pertanyaannya ojo ditinggalkan.</b>	Notifying	The situation happened when the lecturer notified the students about use of tobe "have".
44.	T1/15.04.19/L1/M1/ MAP/D44	<b>Ya sip oke.</b>	Praising	The situation happened when the lecturer praised the student because the student has answered the question correctly.
45.	T1/15.04.19/L1/M1/ MAP/D45	<b>4....4 bawahnya itu lho!</b>	Notifying	The situation happened when the lecturer notified to the student about number of question that he must

				answer.
46.	T1/15.04.19/L1/M1/ MAP/D46	<b>Yo Fadil!</b>	Affirming	The situation happened when the lecturer affirmed to the student's request.
47.	T1/15.04.19/L1/M1/ MAP/D47	Manner ya, <b>sip!</b>	Praising	The situation happened when the lecturer praised the student because the student has answered the question correctly.
48.	T1/15.04.19/L1/M1/ MAP/D48	<b>Yo oke.</b>	Praising	The situation happened when the lecturer praised the student because the student has answered the question correctly.
49.	T1/15.04.19/L1/M1/ MAP/D49	<b>Siti 70....Sindi ora Siti ya.</b>	Affirming	The situation happened when the lecturer affirmed to the student about Sindi's name.
50.	T1/15.04.19/L1/M1/ MAP/D50	<b>Yoh...aku disengeni wae.</b>	Lamenting	The situation happened when the lecturer lamented him self. Because he always scolded by the students.

51.	T1/15.04.19/L1/M1/ MAP/D51	<b>Intan Pariwisata.</b>	Affirming	The situation happened when the lecturer affirmed to the student about Intan's name.
52.	T1/15.04.19/L1/M1/ MAP/D52	<b>Sip.</b> Kita sepakati kalimat terakhir adverb of manner. Kata Harun lho ya. Engko nek mbok sengeni Harun yo.	Praising	The situation happened when the lecturer praised to the student who has answered the question correctly.
53.	T1/15.04.19/L1/M1/ MAP/D53	<b>Ow ya time.</b> Run, kamu nilaimu grammer 1 opo?	Affirming	The situation happened when the lecturer affirmed to the student about his answer.
54.	T1/15.04.19/L1/M1/ MAP/D54	Belajar lho ya, <b>kamu sudah di warning!</b>	Notifying	The situation happened when the lecturer notified to the student who less in score.
55.	T1/15.04.19/L1/M1/ MAP/D55	<b>Minggu depan saya diingatkan ya yang menyobekkan absen!</b>	Informing	The situation happened when the lecturer informed to the students to reminding him about who tear the absence sheet.
56.	T1/15.04.19/L1/M1/ MAP/D56	<b>Satu lagi infinitive phrase ya. Kita masuk rabu.</b>	Notifying	The situation happened when the lecturer notified to the students that next meeting the class will be

				dusussed about infinitive phrase.
57.	T1/15.04.19/L1/M1/ MAP/D57	<b>Ndak, masuk dulu untuk infinitive phrase habis itu baru UTS.</b>	Denying	The situation happened when the lecturer denied student's statement. About next meeting will discuss about infinitive phrase firts, then do UTS.
58.	T1/15.04.19/L1/M1/ MAP/D58	<b>Lha opo Selasa?</b>	Suggesting	The situation happened when the lecturer sugested to the student about day that will be used to meet in next week.
59.	T1/15.04.19/L1/M1/ MAP/D59	<b>Selasa 10.20.</b>	Informing	The situation happened when the lecturer informed to the students about next meeting will be held on Tuesday at 10.20.
60.	T1/15.04.19/L1/M1/ MAP/D60	Bebas, neng kene oleh neng PPG oleh. <b>Eh neng PPG, karena di sini dipakai buat ujian.</b>	Informing	The situation happened when the lecturer informed to the students about the class that will use in next meeting.

The Finding of Types of Representative Speech Acts used by the Second Lecturer on Grammar Class of the Second Semester  
in English Language Education of IAIN Surakarta.

No	CODE	UTTERANCE	CLASSIFICATION	CONTEXT
1.	T2/25.04.19/L2/M1/ MPT/D1	<b>In the previous part we talk much more about present tense.</b>	Reminding	The situation happened when the lecturer reminded to the students about material in previous meeting.
2.	T2/25.04.19/L2/M1/ MPT/D2	<b>for thin occasion we are going to move into past tense, and then for the next meeting you will do the formative test part 3. And the materian will be started from present and past tense. Oke please every body you may take look on your book pages 73.</b>	Notifying	The situation happened when the lecturer notified to the student that on that day they will move to the material about past tense and the next meeting will do the formative test part 3.
3.	T2/25.04.19/L2/M1/ MPT/D3	<b>Ok. You may take look at the white board. For while, in the chapter 9</b>	Explaining	The situation happened when the lecturer explained the material about

		<p>we have past tense and the past tense here of course it will be spread out into four categories, at the first one is simple, and then for the second one is continuous or we called also as a progressive and then for the third one we have perfect and the last one we have perfect continuous. The design will be as the present tense. As i said before nanti kalo kalian mengerjakan soal-soal yang kaitaannya dengan tenses tidak usah diartikan, dilihat markernya saja. Karena disetiap tenses pasti memiliki markernya masing-masing. Kalo ketemu dengan kata continuous, for example. Itu sama artinya dengan progressive, berarti verb yang</p>		past tense.
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		<p>nantinya akan digunakan adalah kata kerja bentuk -ing. Kalau denger kata perfect berarti itu nanti menggunakan kata kerja bentuk ke 3, itu kata kuncinya dulu. Ok, yuk kita bahas satu per satu started from simple past. Jadi kalo kita bicara mengenai past tense itu adalah sesuatu yang sudah tidak kita kerjakan, semuanya. For example, you ngobrol dengan temenmu, you nggosip, you nggibah, you ngrasani orang itu pakenya past tense, nanti kalau konteknya dalam bahasa Inggris. Segala sesuatu yang sudah tidak kamu kerjakan, karena semua sudah berlalu. Kalau cerita ke orang lain pakainya adalah past</p>		
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		<p>tense. Started from simple past, markernya apa? Nanti kalo di dalam soal kalian ketemu dengan kata ago, bisa one week ago, bisa one month ago, bisa one year ago. Terus kemudian ada lagi kata last. Last day, last week, last month, last year. Ada lagi kata this morning, terus kemudian ada lagi kata yesterday, for example. Itu berarti konteks kalimat yang ada dala teks itu adalah simple past tense. Dia memiliki pola subjek diikuti dengan verb 2 atau kalau menggunakan tobe menggunakan was/were, itu berarti konteks kalimat yang ada dalam teks itu adalah simple past tense. Dia memiliki pola subjek diikuti dengan verb 2 atau kalau</p>		
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		<p>menggunakan tobe menggunakan was/were, itu yang pertama. Contoh, I took a bath this morning. Itu pakenya adalah took, tidak boleh pake take, tidak boleh kata take, kalo disitu kontekya adalah past. Lha kok bisa tau past, simple past? Di situ ada markernya, ada kata this morning, itu yang pertama.</p> <p>Yang kedua adalah past continuous. Kalo denger kata conyinuus berarti verb yang digunakan adalah verb-ing. Bedanya apa dengan present continuous? Beda, kalo present continuous sedang berlangsung sekarang, tapi kalau past continuous itu sedang berlangsung tapi dimasa</p>		
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		<p>lampau. Jadi markernya apa? Nanti kalau ketemu dengan conjungsi when sama while, dua itu. Biasaya kontek kalimatnya adalah kalimat continuous. Past continuous adalah dua aktivitas, yang pertama bisa satu aktivitas itu sedang berjalan kemudian aktivitas yang lain itu nge cut di tengah jalan atau bisa dua-duanya sedang berjalan dimasa lampau, itu nanti pakenya adalah past continuous, itu karakteristiknya. Jadi makanya dalam kontek past continuous kamu akan ketemu dengan kata when sam while. Contoh, ini ada dua aktivitas yang berjalan dimasa lampau, kalau ke sana barti present, kalau di sini itu past, nanti kalo ke sanalagi barti</p>		
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		<p>future. Titik yang ada di sini present, yang sedang berlangsung seperti ini, terus kemudian ada peristiwa lain nge cut di tengah jalan, ini nanti pakenya adalah when. Contoh, I was taking a bath, when my father came, ini dua aktivitas, yang satu sedang berjalan tiba-tiba ada peristiwa lain datang, pakainya adalah when. Terus polanya seperti apa? Kalau nanti kamu menggunakan pola when, berarti bentuknya sebelum when ini nanti pakenya adalah past continuous. Saya tuliskan past continuous atau saya tuliskan formulanya? Kalo formula barti di sini nanti adalah was/were + verb-ing, setelah when ini nanti akan diikuti dengan ver 2, seperti ini. I was taking when my father came, ini</p>		
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		<p>adalah verb 2. Terus kemudian yang ke dua bisa menggunakan pola while, while itu seperti apa? Kalo nanti duanya jalannya beriringan seperti ini. Ada dua peristiwa yang sedang berjalan dimasa lampau, jadi pakenya while, dia setara, berarti setelah while akan ada was/were + verb-ing, sebelum while juga sama was/were + verb-ing. Contoh, I was taking a bath, while my mother was cooking in the kitchen. Jadi kontek kalimat past continuous itu adalah dua aktivitas, beda dengan present continuous itu biasanya cuma satu aktivitas tok. Itu penanda maerkernya adalah when sama while.</p> <p>Sekarang yang ketiga ada past perfect, past perfect itu markernya</p>		
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		<p>after sama before. Kok bisa? Ya karena past perfect itu adalah dua aktivitas yang terjadi dimasa lampau, yang mana dua aktivitas itu jalannya berurutan. Jadi setelah selesai peristiwa pertama, dilanjutkan peristiwa yang kedua itu nanti menggunakan pola past perfect, jadi makanya di dalam past perfect kamu akan ketemu dengan after sama kata before, markernya itu. Contoh peristiwa yang pertama, tadi pagi kamu mandi dulu apa makan dulu?</p> <p>Makan dulu. Makan pagi peristiwa pertama, peristiwa yang kedua adalah mandi. Peristiwa yang pertama ini nanti menggunakan pola past perfect, jadi nanti akan ketemu ada kata had + verb 3. Dan peristiwa yang kedua ini</p>		
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		nanti tidak menggunakan past perfect, ini nanti menggunakan simple past, menggunakan verb 2. Ok yuk sekarang kita jabarkan, makan pagi bahasa Inggrisnya apa?		
4.	T2/25.04.19/L2/M1/MPT/D4	<b>Take a bath boleh, take a shower boleh.</b> Yuk sekarang kamu translate. Ini kalimatnya sama atau beda?	Affirming	The situation happened when the lecturer affirmed the student's answer.
5.	T2/25.04.19/L2/M1/MPT/D5	Ho.o dicoba sik, diorek-orek, <b>nanti siapa yang bisa maju betul tak kasih plus-plus.</b>	Informing	The situation happened when the lecturer informed to the students who can answer correctly will give plus score.
6.	T2/25.04.19/L2/M1/MPT/D6	Yok maju dua orang! Satu pake setelah yang satu pake sebelum, <b>nanti yang betul tak kasih plus-plus. Yang betul formative testnya minggu depan tak tambah 0,5. Misal nilaimu 2,5 jadi 3, 3 jadi 3,5.</b> Yok sini maju kalo betul. Nek salah yo	Informing	The situation happened when the lecturer informed to the students if they can answered the question, the lecturer will give score 0,5 in formative test.

		min 0,5.		
7.	T2/25.04.19/L2/M1/ MPT/D7	Enggak-enggak nek salah nggak papa, nek betul aja tak tambah 0,5. Yok maju! Ayo dicobo sik. 4 orang. Sini ditulis di samping sini. Silahkan pilih, pake setelah boleh, pake sebelum boleh. <b>Kecuali mas makruf, mas makruf nanti aja karena nilainya udah bagus. Kasihan yang lain, yang lain dulu. Nanti kalau sudah mbahas soal, soalnya banyak nanti.</b>	Notifying	The situation happened when the lecturer notified to the students that can answer the question except Makruf. Because he has gotten a good score.
8.	T2/25.04.19/L2/M1/ MPT/D8	Ditulis pake item ini. Boleh pilih salah satu, pake after nggak papa, <b>kalo betul tak tambah 0,5.</b>	Informing	The situation happened when the lecturer informed to the student if she answered correctly, the lecturer will give score 0,5.
9.	T2/25.04.19/L2/M1/ MPT/D9	Ok yuk sekarang kita bahas. <b>Untuk peristiwa yang pertama nanti pakainya adalah past perfect</b>	Notifying	The situation happened when the lecturer notified to the student about how the way to answer the question.



		desangkan peristiwa yang kedua pakainya adalah simple past. Ok sekarang kita cek, nomer 1. Saya makan pagi itu peristiwa yang pertama, berarti pakainya adalah had diikuti dengan have, have nya berubah jadi verb 3, barti had nya dobel. I had had breakfast before I took a bath, ya betul.		
10.	T2/25.04.19/L2/M1/ MPT/D10	Nanti setelah selesai nanti ketemu saya, nanti tak tambahi 0,5.	Notifying	The situation happened when the lecturer notified to the student who can answered the question that after done of class she must meet the lecturer.
11.	T2/25.04.19/L2/M1/ MPT/D11	Yang ditulis ulang ini. Yang nomer 1 translatenya ini, I had had breakfast, before I took a bath. Yang kedua, After I had had breakfast, I took a bath. Itu dua peristiwa yang terjadi dimasa	Notifying	The situation happened when the lecturer notified to the students about the answer that they must write down.

		lampau, yang mana dua peristiwa tersebut terjadinya berurutan. Jadi yang satunya pakainya past perfect, yang satunya pakainya simple past.		
12.	T2/25.04.19/L2/M1/MPT/D12	<p><b>Yok yang terakhir ada past perfect continuous, ini markernya sama dengan yang ada di present perfect continuous, ada for sama ada since. Bedanya apa? Nanti kalau ketemu for sama since, ini nanti konteknya adalah present berarti ikut present, tapi kalau nanti konteknya past berarti ngikut past. Contoh, di sini ada kata when, selain ada marker when, di sini juga ada marker for, setelah for diikuti dengan durasi waktu. Tapi kalau kamu pakenya since diikuti dengan spesifik waktu. Mudeng bedanya? Kalau for ini kan</b></p>	Explaining	The situation happened when the lecturer explained the material about past perfect continuous tense.

		<p>artinya selama, ini akan diikuti dengan durasi waktu, tapi kalau since itu diartikan sejak, makanya ini diikuti dengan spesifik waktu. I had been studying in London for three years, when my father came. kenapa pakemnya kok past? Karena di sini menggunakan pola past, came. tapi kalau came nya ini tak ganti dengan comes, nanti di sini had nya akan berubah menjadi have, konteknya akan berubah menjadi present. Jadi for sama since itu nanti bisa digunakan pola present maupun past, tergantung nanti kalimat setelahnya. Kalau kalimat setelahnya present, nanti juga ngikut present. Tapi nanti kalau kalimatnya past, juga ngikut</p>		
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		<p>past. Sekarang kamu buka dulu bukumu, mumpung jik anget, jik mudeng, engko wes lali. Dibuka di halaman 112. Nyatetnya nanti saja, dibuka dulu bukumu di halaman 112. Nomer 1, I.....a horror film on tv when the electricity when out. ow I am never going to find out how the movie ends. You may take a look at the marker of the first question here, you must to underline the word when. When is the marker of the past continuous. Setelah when kamu garis bawah, diikuti dengan apa itu? Dilihat di kalimat soal, setelah when itu diikuti apa?</p>		
13.	T2/25.04.19/L2/M1/MPT/D13	<p><b>Verb 2, digaris bawah kata when, itu verb 2.</b> Barerti sebelum when</p>	Notifying	The situation happened when the lecturer notified to the students to

		diikuti dengan apa itu?		underline in marker of past perfect continuous.
14.	T2/25.04.19/L2/M1/ MPT/D14	<b>Was/were plus verb-ing</b> , dicari.	Affirming	The situation happened when the lecturer affirmed the students' answer.
15.	T2/25.04.19/L2/M1/ MPT/D15	<b>Ya udah jawabannya A.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
16.	T2/25.04.19/L2/M1/ MPT/D16	<b>Had diikuti dengan verb 3, terus sebelum after dia akan diikuti dengan verb 2, ini polanya. Tapi kalau before? Before diikuti dengan verb 2, tapi sebelumnya diikuti dengan verb 3, dibalik jadinya, mudeng?</b>	Explaining	The situation happened when the lecturer explained the material about formula of past perfect.
17.	T2/25.04.19/L2/M1/ MPT/D17	<b>Ah kok comes.</b>	Denying	The situation happened when the lecturer denied the students' answer.
18.	T2/25.04.19/L2/M1/ MPT/D18	<b>A, came, verb 2.</b> Nomer 4. The secretary....the letter before, dibuleti kata before. Setelah before diikuti dengan verb berapa?	Affirming	The situation happened when the lecturer affirmed the students' answer.

19.	T2/25.04.19/L2/M1/ MPT/D19	<b>Yang D.</b> Gampang to?	Affirming	The situation happened when the lecturer affirmed the students' answer.
20.	T2/25.04.19/L2/M1/ MPT/D20	<b>Barti itu nanti ngikutnya juga past.</b> Jawabannya apa?	Notifying	The situation happened when the lecturer notified the students about formula of past tense.
21.	T2/25.04.19/L2/M1/ MPT/D21	<b>Ya D, had been doing.</b> Nomer 7. Markernya apa nomer 7?	Affirming	The situation happened when the lecturer affirmed the students' answer.
22.	T2/25.04.19/L2/M1/ MPT/D22	Itu sudah konteknya, <b>setelah titik-titik ada tulisan since to itu.</b> Barti yang mana jawabannya? Dilihat since itu markernya siapa? Ya jadi jawabannya apa?	Stating	The situation happened when the lecturer stated that in the book, after bla bla bla there is "since" word.
23.	T2/25.04.19/L2/M1/ MPT/D23	<b>Ya D, had been working.</b> Nomer 8. Ada kata apa di situ markernya?	Affirming	The situation happened when the lecturer affirmed the students' answer.
24.	T2/25.04.19/L2/M1/ MPT/D24	Yang D. Gampang to? <b>Gampang banget. Kui soal 100, 5 menit we dadi no kui.</b>	Predicting	The situation happened when the lecturer predicted that if there are 100 questions, he can finish off on 5 minute.

25.	T2/25.04.19/L2/M1/ MPT/D25	<b>Gitu ya, nanti ngerjainnya seperti itu.</b>	Notifying	The situation happened when the lecturer notified too the students about the way to answer the question.
26.	T2/25.04.19/L2/M1/ MPT/D26	<b>Besok minggu depan tak kasih soal 100.</b>	Informing	The situation happened when the lecturer informed to the students about formative test next meeting he will give 100 questions.
27.	T2/25.04.19/L2/M1/ MPT/D27	<b>nggak jadi, 50 aja. 50 nanti yang 40 soal multiple choice, multiple choice itu ABCDE, terus yang 10 soal nanti essay. Nanti kalian tak suruh untuk mengisi verb yang tepat seperti apa. Dah nanti kamu hafalkan markernya saja. Present sama past saja, present ada 4, past ada 4. Jadi total materinya 8 saja</b>	Informing	The situation happened when the lecturer informed to the students that he canceled to give 100 question,
28.	T2/25.04.19/L2/M1/ MPT/D28	Sudah? Kalau sudah dibuka di halaman 115, <b>itu ada practice 4 bentuknya adalah present sama</b>	Notifying	The situation happened when the lecturer notified to the students that in practice test 4 there are 30 question

		<p><b>past. Ada 30 soal itu.</b> Yok kamu kerjakan maksimal 5 menit. Dikerjakan 30 soal. Nggak usah diartikan, dilihat markernya saja. Yuk semua mencoba, dicoba dulu di halaman 115.</p>		about present and past tense.
29.	T2/25.04.19/L2/M1/MPT/D29	<p>Sudah? Kalau sudah dibuka di halaman 115, itu ada practice 4 bentuknya adalah present sama past. Ada 30 soal itu. Yok kamu kerjakan maksimal 5 menit. Dikerjakan 30 soal. <b>Nggak usah diartikan, dilihat markernya saja.</b> Yuk semua mencoba, dicoba dulu di halaman 115.</p>	Suggesting	The situation happened when the lecturer suggested to the students to look at the marker.
30.	T2/25.04.19/L2/M1/MPT/D30	<b>Kok A?</b>	Denying	The situation happened when the lecturer denied the student's answer.
31.	T2/25.04.19/L2/M1/MPT/D31	<b>Entong.</b> Nomer 2, digaris bawah kata look, jawabannya?	Affirming	The situation happened when the lecturer affirmed the students' answer.
32.	T2/25.04.19/L2/M1/	<b>D.</b> Nomer 4, she does, yang tepat?	Affirming	The situation happened when the



	MPT/D32			lecturer affirmed the students' answer.
33.	T2/25.04.19/L2/M1/ MPT/D33	<b>Ya dodol.</b> Nomer 5, garis bawah kata usually, jawabannya?	Affirming	The situation happened when the lecturer affirmed the students' answer.
34.	T2/25.04.19/L2/M1/ MPT/D34	Nomer 6, yang bisa digaris bawah apa itu? <b>May I borrow your magazine, I am sorry, barti sedang dibaca.</b>	Notifying	The situation happened when the lecturer notified to the students about the clue can underline.
35.	T2/25.04.19/L2/M1/ MPT/D35	<b>Ya A, ayam.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
36.	T2/25.04.19/L2/M1/ MPT/D36	<b>Ya is knocking bebek.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
37.	T2/25.04.19/L2/M1/ MPT/D37	<b>Ya yang D, masih sedang. Itu sebuah peristiwa yang sudah dilakukan tapi belum selesai.</b>	Notifying	The situation happened when the lecturer notified to the students about indicator of past continuous.
38.	T2/25.04.19/L2/M1/ MPT/D38	<b>Yang B heard.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
39.	T2/25.04.19/L2/M1/ MPT/D39	<b>Kok has been?</b>	Denying	The situation happened when the lecturer denied the students' answer.
40.	T2/25.04.19/L2/M1/	<b>Was yang B, bebek.</b>	Affirming	The situation happened when the

	MPT/D40			lecturer affirmed the students' answer.
41.	T2/25.04.19/L2/M1/ MPT/D41	<b>Had typed, ayam.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
42.	T2/25.04.19/L2/M1/ MPT/D42	<b>Ya B, bebek.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
43.	T2/25.04.19/L2/M1/ MPT/D43	Kok bisa? Yuk garis bawah kata use to dulu, <b>use to itu sebuah kebiasaan yang dilakukan oleh seseorang dimasa lampau, tapi kalau sekarang sudah tidak dilakukan lagi. Jadi makanya no I do not study, dibalik dadine. Positif dadi negatif, negatif dadi positif.</b>	Notifying	The situation happened when the lecturer notified to the student about use of "use to".
44.	T2/25.04.19/L2/M1/ MPT/D44	<b>Had been cooking.</b> Ya oke. 22?	Affirming	The situation happened when the lecturer affirmed the students' answer.
45.	T2/25.04.19/L2/M1/ MPT/D45	<b>He is not going to go. D dodol.</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.

46.	T2/25.04.19/L2/M1/ MPT/D46	<b>Itu polanya future itu. Besuk.</b>	Notifying	The situation happened when the lecturer notified to the students about the question using fomula of future tense.
47.	T2/25.04.19/L2/M1/ MPT/D47	<b>Were discussing, ayam. 25?</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
48.	T2/25.04.19/L2/M1/ MPT/D48	<b>Are, d dodol. 26?</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.
49.	T2/25.04.19/L2/M1/ MPT/D49	<b>Itu konteknya past ya. Kalo past barti A salah.</b>	Notifying	The situation happened when the lecturer notified to the student that in the question used formula of past tense.
50.	T2/25.04.19/L2/M1/ MPT/D50	<b>C salah, D salah. Ow itu nggak ada itu, harusnya itu diganti dengan had itu. Yang E has nya diganti dengan had, had been living. 27?</b>	Arguing	The situation happened when the lecturer argued the answer that all answers in the book were not true.
51.	T2/25.04.19/L2/M1/ MPT/D51	<b>Before, barti had never visited ,ayam. 29?</b>	Affirming	The situation happened when the lecturer affirmed the students' answer.

52.	T2/25.04.19/L2/M1/ MPT/D52	<b>Ya had been waiting.</b> Gampang ya?	Affirming	The situation happened when the lecturer affirmed the students' answer.
53.	T2/25.04.19/L2/M1/ MPT/D53	Ada yang ditanyakan? Ditanyakan dulu. Nggak ada? Nomer 10 dibuka! <b>For the last few week, jawabannya tadi yang A. Kenapa kok A? Karena di situ pakenya can not, can not itu kan present. Can not nya nanti ini kalau berubah jadi couldn't pakenya past.</b>	Notifying	The situation happened when the lecturer notified about transformed "can not" from present to past.
54.	T2/25.04.19/L2/M1/ MPT/D54	Terus apa lagi? Nomer berapa? <b>Besok minimal nilainya 3,25.</b>	Informing	The situation happened when the lecturer informed o the students about the score in formative test minimum 3,25.
55.	T2/25.04.19/L2/M1/ MPT/D55	Di bawah 3,25 ketemu lagi saya tahun depan.	Informing	The situation happened when the lecturer informed to the students if they get score under 3,25 they will study over again in next year.
56.	T2/25.04.19/L2/M1/	Masuknya kelas B itu jam berapa ya?	Informing	The situation happened when the

	MPT/D56	<b>Oh ya setengah 8.</b>		lecturer informed to the students that B class is at 8 o'clock.
57.	T2/25.04.19/L2/M1/ MPT/D57	<b>Yang perfect? Yang had nya pertama itu kan rumusnya, auxiliary verb nya, kan rumusnya had verb . yang kedua itu bentuk ke 2 dari have. Verb 1 nya kan have/ has, verb 2 nya had, verb 3 nya had, jadinya had had.</b>	Explaining	The situation happened when the lecturer explained material about formula of the perfect tense.
58.	T2/25.04.19/L2/M1/ MPT/D58	<b>Iya kalo had semua.</b>	Affirming	The situation happened when the lecturer affirmed the student's question.
59.	T2/25.04.19/L2/M1/ MPT/D59	<b>Lha yo, sing had pertama itu kan rumuse, rumusnya past perfect itu kan had verb 3, mudeng?</b>	Assuring	The situation happened when the lecturer assured to the student about use of auxiliary verb on perfect tense.
60.	T2/25.04.19/L2/M1/ MPT/D60	<b>Terus kemudian had yang kedua itu bentuk ketiga dari have. Mudeng pora?</b>	Assuring	The situation happened when the lecturer assured to the student about use of auxiliary verb on perfect tense.
61.	T2/25.04.19/L2/M1/	<b>Has been reading itu belum selesai</b>	Denying	The situation happened when the

	MPT/D61	<p><b>no. My sister has been reading it. Ya bisa sih. Tapi di situ durasi waktunya nggak ada. Tapi lebih condong untuk yang A. Masih sedang membacanya sekarang, makanya tidak boleh dipinjem. Kalo yang D itu biasanya ada durasi waktunya, ada for sama ada since nya.</b></p>		lecturer denied the student's answer.
62.	T2/25.04.19/L2/M1/ MPT/D62	<p><b>Kalo sudah kamu coba sendiri, di situ disetiap part nya sudah ada bentuk essay, kalau kamu buka mulai dari present sampai past itu setiap part nya ada soal bentuknya essay. Nanti soal essay nya contohnya seperti itu. Seperti halaman 65, 67, 68 sampai 70. Itu nanti kamu kerjakan sendiri-sendiri. Itu sudah part by part. Kalo</b></p>	Informing	The situation happened when the lecturer informed to the students that the form of formative test next week same like on the book.

		<b>sudah samapi di sini dulu. Besok minggu depan langsung ujian. Kelas B itu jam setengah 8 aja masuknya.</b>		
63.	T2/25.04.19/L2/M1/ MPT/D63	<b>Ow soalnya susah banget.</b>	Informing	The situation happened when the lecturer informed to the students that the question in formative test is difficult.

**Data Validation of Representative Speech Acts Used by First Lecturers on the Grammar Class**

No.	Number of Datum	Data	Not Data
1.	T1/15.04.19/L1/D1	✓	
2.	T1/15.04.19/L1/D2	✓	
3.	T1/15.04.19/L1/D3	✓	
4.	T1/15.04.19/L1/D4	✓	
5.	T1/15.04.19/L1/D5	✓	
6.	T1/15.04.19/L1/D6	✓	
7.	T1/15.04.19/L1/D7	✓	
8.	T1/15.04.19/L1/D8	✓	
9.	T1/15.04.19/L1/D9	✓	
10.	T1/15.04.19/L1/D10	✓	
11.	T1/15.04.19/L1/D11	✓	
12.	T1/15.04.19/L1/D12	✓	
13.	T1/15.04.19/L1/D13	✓	
14.	T1/15.04.19/L1/D14	✓	
15.	T1/15.04.19/L1/D15	✓	
16.	T1/15.04.19/L1/D16	✓	
17.	T1/15.04.19/L1/D17	✓	
18.	T1/15.04.19/L1/D18	✓	
19.	T1/15.04.19/L1/D19	✓	
20.	T1/15.04.19/L1/D20	✓	
21.	T1/15.04.19/L1/D21	✓	
22.	T1/15.04.19/L1/D22	✓	
23.	T1/15.04.19/L1/D23	✓	
24.	T1/15.04.19/L1/D24	✓	
25.	T1/15.04.19/L1/D25	✓	
26.	T1/15.04.19/L1/D26	✓	



27.	T1/15.04.19/L1/D27	✓	
28.	T1/15.04.19/L1/D28	✓	
29.	T1/15.04.19/L1/D29	✓	
30.	T1/15.04.19/L1/D30	✓	
31.	T1/15.04.19/L1/D31	✓	
32.	T1/15.04.19/L1/D32	✓	
33.	T1/15.04.19/L1/D33	✓	
34.	T1/15.04.19/L1/D34	✓	
35.	T1/15.04.19/L1/D35	✓	
36.	T1/15.04.19/L1/D36	✓	
37.	T1/15.04.19/L1/D37	✓	
38.	T1/15.04.19/L1/D38	✓	
39.	T1/15.04.19/L1/D39	✓	
40.	T1/15.04.19/L1/D40	✓	
41.	T1/15.04.19/L1/D41	✓	
42.	T1/15.04.19/L1/D42	✓	
43.	T1/15.04.19/L1/D43	✓	
44.	T1/15.04.19/L1/D44	✓	
45.	T1/15.04.19/L1/D45	✓	
46.	T1/15.04.19/L1/D46	✓	
47.	T1/15.04.19/L1/D47	✓	
48.	T1/15.04.19/L1/D48	✓	
49.	T1/15.04.19/L1/D49	✓	
50.	T1/15.04.19/L1/D50	✓	
51.	T1/15.04.19/L1/D51	✓	
52.	T1/15.04.19/L1/D52	✓	
53.	T1/15.04.19/L1/D53	✓	
54.	T1/15.04.19/L1/D54	✓	
55.	T1/15.04.19/L1/D55	✓	
56.	T1/15.04.19/L1/D56	✓	

57.	T1/15.04.19/L1/D57	✓	
58.	T1/15.04.19/L1/D58	✓	
59.	T1/15.04.19/L1/D59	✓	
60.	T1/15.04.19/L1/D60	✓	

Surakarta, *June 27,* 2019

  
Arkin Haris, M.hum


**Data Validation of Representative Speech Acts Used by Second Lecturers on the Grammar Class**

No.		Data	Not Data
1.	T2/25.04.19/L2/D1	✓	
2.	T2/25.04.19/L2/D2	✓	
3.	T2/25.04.19/L2/D3	✓	
4.	T2/25.04.19/L2/D4	✓	
5.	T2/25.04.19/L2/D5	✓	
6.	T2/25.04.19/L2/D6	✓	
7.	T2/25.04.19/L2/D7	✓	
8.	T2/25.04.19/L2/D8	✓	
9.	T2/25.04.19/L2/D9	✓	
10.	T2/25.04.19/L2/D10	✓	
11.	T2/25.04.19/L2/D11	✓	
12.	T2/25.04.19/L2/D12	✓	
13.	T2/25.04.19/L2/D13	✓	
14.	T2/25.04.19/L2/D14	✓	
15.	T2/25.04.19/L2/D15	✓	
16.	T2/25.04.19/L2/D16	✓	
17.	T2/25.04.19/L2/D17	✓	
18.	T2/25.04.19/L2/D18	✓	
19.	T2/25.04.19/L2/D19	✓	
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23.	T2/25.04.19/L2/D23	✓	
24.	T2/25.04.19/L2/D24	✓	
25.	T2/25.04.19/L2/D25	✓	
26.	T2/25.04.19/L2/D26	✓	

27.	T2/25.04.19/L2/D27	✓	
28.	T2/25.04.19/L2/D28	✓	
29.	T2/25.04.19/L2/D29	✓	
30.	T2/25.04.19/L2/D30	✓	
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32.	T2/25.04.19/L2/D32	✓	
33.	T2/25.04.19/L2/D33	✓	
34.	T2/25.04.19/L2/D34	✓	
35.	T2/25.04.19/L2/D35	✓	
36.	T2/25.04.19/L2/D36	✓	
37.	T2/25.04.19/L2/D37	✓	
38.	T2/25.04.19/L2/D38	✓	
39.	T2/25.04.19/L2/D39	✓	
40.	T2/25.04.19/L2/D40	✓	
41.	T2/25.04.19/L2/D41	✓	
42.	T2/25.04.19/L2/D42	✓	
43.	T2/25.04.19/L2/D43	✓	
44.	T2/25.04.19/L2/D44	✓	
45.	T2/25.04.19/L2/D45	✓	
46.	T2/25.04.19/L2/D46	✓	
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48.	T2/25.04.19/L2/D48	✓	
49.	T2/25.04.19/L2/D49	✓	
50.	T2/25.04.19/L2/D50	✓	
51.	T2/25.04.19/L2/D51	✓	
52.	T2/25.04.19/L2/D52	✓	
53.	T2/25.04.19/L2/D53	✓	
54.	T2/25.04.19/L2/D54	✓	
55.	T2/25.04.19/L2/D55	✓	
56.	T2/25.04.19/L2/D56	✓	

57.	T2/25.04.19/L2/D57	✓	
58.	T2/25.04.19/L2/D58	✓	
59.	T2/25.04.19/L2/D59	✓	
60.	T2/25.04.19/L2/D60	✓	
61.	T2/25.04.19/L2/D61	✓	
62.	T2/25.04.19/L2/D62	✓	
63.	T2/25.04.19/L2/D63	✓	

Surakarta, 27 June ..... 2019

  
Arkin Haris, M.hum

## TRANSCRIPT 1

Class : 2E  
Topic : Adverb phrase  
Teacher : Puput Arianto, M.pd  
Date : 15 April 2019  
Time : 10:20 – 12:00  
Place : IAIN Surakarta Pasca 2.7

L : Assalamualaikum Warohmatullohi Wabarokatu.

Ss : Wa'alaikumussalam Warohmatullohi Wabarokatu.

L : Good Morning class?

Ss : Good Morning, sir.

L : Have you breakfast?

Ss : No.

L : Kenapa no?

Ss : Kuliah pagi pak.

L : Kuliah pagi? Bukan karena belum pulang ya? Sangu masih ada?

Ss : Habis.

L : Baru pertengahan tanggal loh ya. Baru tanggal 15 kok wes habis ki piye?

Ss : Sangune dikit pak.

L : Oke, yesterday we have discuss about verb phrase and also phrasal verb.

Do you still remember about verb phrase? Verb phrase ki opo?

S : Kata bantu.

L : Kata bantu, contohnya apa?

S : Do, does, did.

- L : Opo meneh?
- Ss : Modal, will go, tobe.....
- L : Tobe, modals...lha kalo phrasal verb apa?
- Ss : Look for, look out, look after dan temen temennya.
- L : And today we move to adverb phrase. Sudah dibaca?
- Ss : Belum, baru judulnya. Habis UTS pak.
- L : UTS apa?
- Ss : Reading.
- L : Mumet?
- Ss : Mumet.
- L : Tambah grammer tambah mumet yo.
- Ss : iya pak.
- L : Barti nggak usah jadi ya.
- Ss : Yaa...
- L : Penak to?
- Ss : Ya.
- L : Diwoco sik sedelo. Ini tanggal 15 ya? Dibaca oleh absen 25 aja kalo gitu,  
Fadil.
- Ss : Hahaha Fadil.
- L : Dibaca halaman berapa?
- Ss : 34.
- S : Ada 15 itu pak.
- L : Yo sak senengmu. Yang lain didengarkan ya!
- Ss : Ya.



S : Chapter 4 adverb phrase, definiton: basically, most adverb tell you how, where or when something is done. In other words, they describe the manner, place or time of an action. An adverb phrasem is a group of words that does the work of an adverb. It is the term for two or more words which play the role of an adverb. An adverb may be a single word, however, adverbs can aslo be phrase, some made with prepositions, a phrase consisiting of a preposition and a noun, in other words, it is a prepositional phrase which functions as an adverb phrase. Adverbial phrase usually describe when, where or how something happens.

L : Wis tekan kono sik, paham?

Ss : Paham.

L : Paham ya. Jadi adverb phrase itu phrase nya dari adverb. Adverb ki opo?

Ss : Kata keterangan.

L : Ada keterangan apa aja?

Ss : Waktu, tempat, suasana cara.

L : Nah, bedanya adalah kalo adverb tok itu hanya satu kata, ini lebih dari satu kata, misalkan saya ngomong, “Dia di sini.”, di sini kalo bahasa Inggris hanya “here”. Terus di adverb phrase kan jadi gimana?

S : In this classs.

L : Iya in this class, jadi perubahan “here” itu adalah adverb tok, kalo “in this class” itu adalah adverb phrase penunjuk tempat. Cuman bentuknya “in this class” itu diawali dengan preposisi “in” kan? Lha ini juga disebut sebagai prepositional phrase. Kenapa prepositional phrase? Karena diawali oleh preposisi tapi fungsinya sebagai adverb. Bisa dicentelkan?



Nah nanti contoh-contohnya akan mempercentel semua. Nah fadil, tunjuk!

S : Tunjuk pak?

L : Iya.

S : Winda pak.

L : Winda, ayo mana? Yang keras!

S : In the following sentences, the first sentence and the second sentence in a pair convey the same meaning but using adverb in the first sentence and adverb phrase in the second sentence.

1. The mango fell here. The mango fell on this spot.
2. This product is available in all place. This product is available in all places.
3. You can find the pencil here. You can find the pencil in that place.

L : Oke, cobo jelasne!

S : Here sama in this spot itu sama-sama menjelaskan tempat.

L : Kalo here itu adalah adverb, terus in this spot itu adalah adverb phrase. Gampang ya? Nah biasanya diawali oleh preposition. Lanjut tunjuk lainnya!

S : Intan.

L : Intan Pariwisata, mana Intan? Yo Intan!

S : Preposition can also show location in time.

1. At midnight, Jill craved mashed potatoes.
2. We constructed this house only few months back.
3. During the marathon, Iggy's legs complained with sharp pains shooting

up his thighs.

At midnight, few months back, and during the marathon all show location in time. In the following sentences, the first sentence and the second sentence in a pair convey the same meaning but using adverb in the first sentence and adverb phrase in the second sentence.

1. John answered rudely.
2. John answers in a rude manner .
3. Bond does his work carelessly.
4. Bond does his work without care.

L : Oke, itu ya. Jadi misale nek di situ ada during juga, ada location saja, tapi bisa digandengkan dengan time. Tadi pertama kan sudah ada location, ini kemudian ada time. Nek time biasane ada it, at, on terus ada during, ada between, ada next, ada few. Biasanya itu nanti bisa digabung dengan orang, kalo orang jadi noun phrase. Lha kalo digabung dengan waktu, menjadi adverb phrase. Terus di bawahnya lagi ada you are given an examples, the first is John answered rudely. Itu adalah manner ya! Tapi itu hanya satu kata, lha rudely itu kemudian dionceki, diperpanjang, dalam bentuk phrase menjadi in a rude manner. Lha in a rude manner itu menjadi adverb phrase. Mulai dari mana?

Ss : In...

L : In ya....jadi nanti cara mencarannya, cara menitiknya, cara menggaris bawah, cara membolongi itu dari preposition. Terus bawahnya ada carelessly, without care. Barti ada berapa tipe yang sudah kita baca tadi? How many types of adverb phrase?

- Ss : Three...
- L : The first is adverb of place, second is time, third is manner. Semuanya terbentuk biasanya diawali oleh preposition. Lanjut! Siapa tadi? Intan Pariwara tunjuk!
- S : Boleh yang tadi?
- L : Nggak boleh!
- S : Yang lain kok pak, boleh?
- L : Yang lain boleh.
- Ss : Cieee...
- L : Siapa? Nggak boleh mbalik ke Fadil! Yang lain. Mosok Fadil laku keras.
- S : Vivi
- L : Vivi Alaida Yahya, mana?
- Ss : Itu pak..
- L : Yuk Vi dibaca Vi!
- S : B. Simple preposition (In, On, At, About, Over, Under, For, To), example:
1. Belinda sat on the sofa.
  2. Jeff is going to the market.
  3. There is sand on my pocket.
- L : /'pækət/. Poket itu adalah makanan dari kambing. Ra ngerti?
- Ss : Nggak...
- L : Ketok ra tau ngarit, suket. Terus lanjut!
- S : 4. The ball is under the table. 5. The book is on the desk.
- L : Oke cetha ya! Gampang to?
- Ss : Gampang...

- L : Engko nek salah gari ngethaki siji siji yo. Next, Vivi tunjuk!
- S : Saiful.
- L : Ketok e sak kelas isine wonge mung kui-kui kabeh yo?
- Ss : Sama pak orangnya.
- L : Iki podo wae yen kon ngacung ngono kae wong 5, padahal isine wong 30, sing njawab A siji, sing njawab B loro, sing njawab C siji, sing njawab D siji. Dadi ketok e wong 30 tapi sing ngacung mung wong 5. Yo lanjut!
- S : C. Compound preposition (Into, inside, outside, below, behind, between)
- L : /bi'twēn/. /bitwen/ ki opo?
- S : 1. John fell into the river.  
2. Norman sits between his kids.  
3. I stand beside you.
- L : Jelaskan!
- S : Compound preposition pak, jadi compound itu termasuk into, inside, outside, below, behind, between.
- Ss : /bi'twēn/.....
- L : Jadi kalo orang udah terbiasa, sing metu kui udah di luar kontrol kepalanya.  
Itu yang bekerja alam bawah sadar.
- Ss : Hahahaha....
- L : Atau jangan-jangan selama ini kita yang salah ya, yang bener malah /bitwen/ itu tadi ya? Yoo, ini adverb phrase nya yang mana?
- Ss : Into the river...
- L : Yo...terus lanjut Ful!
- S : 2. Between his kids. 3. Beside you.

- L : Sekarang nomer satu?
- Ss : Saya pak...saya pak...saya!
- L : (Menunjuk salah satu siswa)
- S : Nek moco aku, tapi nek jawaban aku ora.
- L : Kui bejone awake dewe-dewe yo, dadi awakmu apes kui mau. Yo mas dibaca!
- S : Sandra had breakfast in the restaurant. Adverb phrase nya in the restaurantt.
- L : Oke, ini keterangan opo ini?
- S : Place.
- L : What's your name?
- Ss : Gigih.
- L : Number 2?
- Ss : Saya pak...
- L : (Menunjuk salah satu siswa). Dibaca dulu!
- S : Tom and his friends are speaking with a mobile phone.
- L : Ho.o opo kui?
- S : With a mobile phone keterangan manner.
- L : Yakin? Salah, lompat dari lantai 3 loh ya!
- S : Yakin.
- L : Oke, What's your name?
- S : Sindi.
- L : Number 3?
- Ss : Pak saya pak....

- L : (Menunjuk salah satu siswa). Ssttt...!
- S : The president is standing between the ministers.
- L : Ini apa ini?
- S : Preposition pak.
- L : Lha yo opo?
- S : Place.
- L : What's your name?
- S : Ramadanti.
- L : (Menunjuk salah satu siswa).
- S : The president is standing between the ministers.
- L : Uwis...
- S : Some men are going to swim in the lake.
- L : Opo kui?
- S : Place.
- L : What's your name?
- S : Lidya.
- L : Next.
- Ss : Pak...Pak...
- L : (Menunjuk salah satu siswa).
- S : Many people live under the bridge. Advverb nya under the bridge.
- L : What's your name?
- S : Sindi Dwi Astuti.
- L : Sindi pake S ya?
- S : Ya.

- L : (Menunjuk salah satu siswa).
- Ss : Yaah bapak...
- L : Yo Farida!
- S : The concert will be held next holiday.
- L : Apa itu?
- S : Time.
- L : Number 1?
- Ss : Pak saya pak!
- L : Ya kamu.
- Ss : Halah....
- L : Aku sesuk ora mangkat yo.
- Ss : Lha kenapa pak?
- L : Lha nek mangkat aku disengeni terus kok.
- Ss : Mosok ngacung soko siji sampek enem, ora ditunjuk.
- L : Sabar.
- S : The cheshire cat vanished quite slowly, beginning with the end of its tail.
- L : Sing endi?
- S : With the end of its tail.
- L : Apa itu?
- S : Time pak.
- Ss : Salah....
- L : Oke what's your name?
- S : Anjana pak.
- L : Yo disempurnakan! (sambil nunjuk salah satu siswa).

- S : Dibaca kalimatnya?
- L : Iyo dibaca, penakmen ora diwoco.
- S : The cheshire cat vanished quite slowly, beginning with the end of its tail.  
Adverb phrase manner.
- L : Number 2?
- Ss : Pak yang bagian sini pak...
- L : Yo engko kono, ayu dibaca dulu!
- S : The players responded surprisingly well to all the pressures of the playoffs.
- L : Opo kui?
- S : Of the playoffs, adverb phrase place.
- L : What's your name?
- S : Oriana.
- L : Oriana njawabnya of the play offs. Itu dia tadi menjawab adverb of place  
ya.
- S : Itu adverb phrase yang time.
- L : Yang mana?
- S : of the playoffs.
- L : Ya itu time ya. Playoffs itu apa barti?
- Ss : Udah selesai...
- L : Yo pokoke yen ra sak durunge yo sak bar e yo to. Barti time.
- L : Number 3?
- Ss : I am...I am...
- L : Yes you!
- S : The best way to preserve the flavor and texture of fresh vegetables is to



cook them as quickly as possible.

L : Apa?

S : As quickly as possible pak.

L : What's your name?

S : Meta.

L : Harun!

S : Ya Allah.

L : Masih nomer 3.

S : The best way to preserve the flavor and texture of fresh vegetables is to cook them as quickly as possible. Adverb phrasenya as quickly as possible.

L : Podo.

S : As quickly.

L : Opo kui?

S : Adverb of time.

L : Hahaha....(sambil menunjuk siswa lain).

S : The best way to preserve the flavor and texture of fresh vegetables is to cook them as quickly as possible. Adverb phrase nya as quickly as possible itu manner.

L : Manner ya, bukan time. What's your name?

S : Oktavia

L : Selain itu ada lagi ndak?

Ss : ada...

L : Opo? Yo Fadil!

- S : As quickly as possible they cleaned....
- L : Masih nomer 3, masih ada lagi nggak nomer 3?
- Ss : ada...
- L : To preserve the flavor. Manner ya
- Ss : Barti ada dua?
- L : Iya. Number 4?
- S : As quickly as possible they cleaned the fish and placed them in coolers.
- L : Apa?
- S : Manner.
- L : What's your name?
- S : Kurnia Dwi Cahyani.
- L : Siapa mau membenarkan?
- S : Weh salah to?
- Ss : Aku...Aku...
- L : (Menunjuk salah satu siswa).
- S : In coolers. Places pak.
- L : Place yo, in cooler itu place. Placed them in cooler. Menempatkan di kulkas. Mosok di kulkas menjadi manner?
- L : Saiful to?
- S : Iya pak.
- L : Number 5?
- Ss : Saya pak...saya pak...
- L : Sampingnya.
- S : The air was warm, stirred only occasionally by a breeze.

- L : Opo kui?
- S : Manner.
- L : Yakin?
- S : Bener pak.
- L : Mosok to? Manner opo place?
- Ss : Place.
- L : Place opo manner?
- Ss : Manner.
- L : Manner. What's your name?
- S : Erika.
- Ss : Aku pak...
- L : (Menunjuk salah satu siswa).
- S : Only occasionally is there a rumble in the sky or a hint of rain.
- L : Opo?
- S : Place.
- L : What's your name?
- S : Sintya.
- L : Sintya Yunita ya?
- S : Ya.
- L : Lha ngerti ngene mau rasah dijelaske neng ngarep langsung dibahas wae.
- L : Number 1?
- Ss : (Unjuk jari).
- L : Yes you!
- S : I expect my daughter to arrive in about an hour.

- L : Opo kui?
- S : Time.
- L : Belum selesai, dilihat perintahnya apa?
- Ss : Suruh buat pertanyaan.
- L : Yo dibaca sik perintahnya apa! Underline the adverbial phrases, on the line write the question based on its answer. Bikin pertanyaan yang jawabannya ini.
- Ss : Tanya sesuai sama depannya pak?
- L : Harusnya nyambung no. Contohnya nomer satu pertanyaane piye?
- Ss : What time....when...
- L : What time boleh, when boleh. When do your daughter arrive? atau when will your daughter arrive? Bisa ya.
- L : Selesaikan dulu!
- L : Number 2? Innes sintya. Dibaca dulu!
- S : Your brother plays soccer better than my brother does. Adverb phrase nya better than my brother does. Questionnya how does our brother plays soccer? Jawabannya kan better than my brother does.
- L : Ok, number 3? Jadi ndak belakang?
- S : Number berapa pak?
- Ss : 3.
- S : Selma lintens to music almost as much as you do. Adverb phrase nya as much as you do, manner. Terus pertanyaannya how much selma listens to music?
- L : Ya, Yeni Fitriyani.

- L : Ok 4?
- S : My father says it will sunny all day. Adverb phrase nya all day.  
Pertanyaanya what does our father says it will sunny? Jawabannya all day.
- L : What's your name?
- S : Seli Nindya.
- L : Nomer 5?
- Ss : Saya pak...saya...
- L : Yo.
- S : Our friend drives on Monday. Pertanyaannya, when your friend drives.
- L : Jadi sebelum kontennya, itu kalau kata kerja membutuhkan kata kerja bantu, jadi setelah when apa?
- Ss : Does.....
- L : Do opo does?
- Ss : Does.
- L : Does our friend drives. Do opo does?
- Ss : Does....
- L : Does opo do?
- Ss : Does.
- L : Does. Itu kan di sini drives to. Makane does. What's your name?
- S : Aulia 168.
- L : 6?
- Ss : Aku....aku pak...aku nomer 7 wae kok, aku wes nginden nomer 7
- L : (Menunjuk salah satu siswa).
- S : Ahmad and Hanif were reading their books in the car. Pertanyaannya where

were Ahman and Hanif reading their books?

L : What's your name?

S : Riska 81.

L : Pertanyaannya gimana saudara-saudara?

Ss : Where were Ahmad and Hanif reading their books?

L : Kenapa were?

Ss : Karena tempat.

L : Karena di sini were reading ya to. Maka itu dimasukan ke pertanyaannya  
ojo ditinggalkan.

L : 7?

S : Aku wis nginden mau kok.

L : Ow yo Saiful.

S : Early in the morning the air is cold and fresh. Adverb phrase nya in the  
morning. Pertanyaannya when is the air cold and fresh?

L : Ya sip oke.

L : 4...4 bawahnya itu lho!

S : It is small town in the slope of mount Semeru.

L : Apa itu?

S : Adverb phrasenya place.

L : What's your name?

S : Endah. Ngerti-ngerti langsung ngisor yo. Wes rapopo. Next?

Ss : Ini lho pak...

L : Yes you!

S : My grandparents want us to stay there for a week. Adverb phrasenya for a

week.

L : Mana? For a week?

S : Iya.

L : Itu apa itu?

S : Time.

L : What's your name?

S : Fajar.

L : Next?

Ss : Halan pak pak...

L : Yes you.

S : I didn't see them for a long time. Adverb phrasenya for a long time.

L : What's your name?

S : Choirul.

L : Next?

Ss : Pak saya pak....

L : (Menunjuk salah satu siswa).

S : But it is only stop at the small station Pakuwana.

L : Opo kui?

S : Place.

L : What's your name?

S : Nur aziza.

L : Kamu kembar ya sama ini? Endak?

S : Pak saya.

L : Ra sido?

- S : Jadi pak jadi pak. Because it will be very cold at night there. Adverb phrasenya at night there, place.
- L : Endi kui endi kui?
- Ss : Sebaliknya pak...
- L : Ow sebaliknya, barti semua sebaliknya ya. At night there. What's your name?
- S : Oriana. Next?
- Ss : Pak....
- L : (Menunjuk salah satu siswa).
- S : We hope we will reach at my grandparents' house one hour later. Adverb phrasenya one hour later.
- L : Mana?
- S : One hour later.
- L : What's your name?
- S : Sindi.
- L : Saya tampung dulu ya, itu termasuk opo ora?
- L : Kamu.
- S : Because it will be very cold at night there.
- L : Uwis. Sido opo ora?
- Ss : Pak aku...Ya Alloh...
- L : Ssttt....
- S : I want to spend it in my hometown. Udah belum?
- Ss : Yang depan pak. Paragraf kedua.
- L : Yo in my hometown. What's your name?



- S : Anissa 173.
- L : Next?
- Ss : Saya...
- L : Yo Fadil!
- S : We will go there by train. Adverb phrasenya by train pak.
- L : Yo kui opo kui?
- S : Manner.
- L : Manner ya, sip!
- L : Nah Vivi.
- S : We will go there by train, but it is only stop at the small station Pakuwana.
- L : Uwis. Yo liyane meneh?
- Ss : Aku pak...
- L : Yo opo?
- S : By horse, manner.
- L : Yo oke.
- S : Sir...
- L : Oke yang mana?
- S : At my grandparents' house.
- L : What's your name?
- S : Sindi Aulia 70.
- L : Siti 70....Sindi ora Siti ya.
- Ss : Pak e sini...
- L : Yoh...aku disengeni wae
- S : Beside reading comics

- L : Ulangi yang mana?
- S : Beside rading comics.
- L : Nah ini apa ini?
- S : Manner.
- L : What's your name?
- S : Intan.
- L : Intan Pariwara.
- L : Terakhir?
- Ss : Aku...aku pak...
- L : (Menunjuk salah satu siswa).
- S : Near my parents' house.
- L : Yo, What's your name?
- S : Finda.
- L : Number?
- S : 197.
- L : Kalimat terakhir satu lagi? Harun!
- S : Nice vacation soon after reach home.
- L : Opo? Place?
- S : Manner.
- L : Sip. Kita sepakati kalimat terakhir adverb of manner. Kata Harun lho ya.  
Engko nek mbok sengeni Harun yo.
- Ss : Time pak...
- L : Ow ya time. Run, kamu nilaimu grammer 1 opo?
- S : B

- L : Belajar lho ya, kamu sudah di warning!
- L : Jumatan, cocok?
- Ss : Cocok...
- L : Yang menyobekkan absen siapa tadi?
- S : Nggak sengaja pak.
- L : Minggu depan saya diingatkan ya yang menyobekkan absen!
- L : Minggu depan UTS opo ora?
- Ss : Nggak...kasih waktu belajar dulu pak.
- L : Satu lagi infinitive phrase ya. Kita masuk rabu.
- Ss : Langsung UTS pak?
- L : Ndak, masuk dulu untuk infinitive phrase habis itu baru UTS.
- Ss : Ojo rabu.
- L : Lha opo Selasa?
- Ss : Iya.
- L : Nanti cari jam ya!
- Ss : 10.20 pak.
- L : Selasa 10.20.
- Ss : Ruangnya?
- L : Bebas, neng kene oleh neng PPG oleh. Eh neng PPG, karena di sini dipakai  
buat ujian.
- Ss : Oke.
- L : Wassalamualikum Warohmatullohi Wabarokatu.
- Ss : Wa'alaikumussalam Warohmatullohi Wabarokatu.

## TRANSCRIPT 2

Class : 2B  
Topic : Past Tense. 10<sup>th</sup> meeting  
Teacher : Furqon Edi Wibowo, M.pd  
Date : 25 April 2019  
Time : 08:40 – 10:20  
Place : IAIN Surakarta Pasca 2.8

L : Yok Bismillahirohmanirohim, Assalamualaikum Warohmatullohi Wabarokatu.

Ss : Wa'alaikumussalam Warohmatullohi Wabarokatu.

L : In the previous part we talk much more about present tense, for thin occasion we are going to move into past tense, and then for the next meeting you will do the formative test part 3. And the materian will be started from present and past tense. Oke please every body you may take look on your book pages 73.

L : Ok. You may take look at the white board. For while, in the chapter 9 we have past tense and the past tense here of course it will be spread out into four catagories, at the first one is simple, and then for the second one is continuous or we called also as a progressive and then for the third one we have perfect and the last one we have perfect continuous. The design will be as the present tense. As i said before nanti kalo kalian mengerjakan soal-soal yang kaitaannya dengan tenses tidak usah diartikan, dilihat markernya saja. Karena disetiap tenses pasti memiliki markernya masing-masing. Kalo ketemu dengan kata continuous, for example. Itu sama

artinya dengan progressive, berarti verb yang nantinya akan digunakan adalah kata kerja bentuk –ing. Kalau denger kata perfect berarti itu nanti menggunakan kata kerja bentuk ke 3, itu kata kuncinya dulu. Ok, yuk kita bahas satu per satu started from simple past. Jadi kalo kita bicara mengenai past tense itu adalah sesuatu yang sudah tidak kita kerjakan, semuanya. For example, you ngobrol dengan temenmu, you nggosip, you nggibah, you ngrasani orang itu pakenya past tense, nanti kalau konteknya dalam bahasa Inggris. Segala sesuatu yang sudah tidak kamu kerjakan, karena semua sudah berlalu. Kalau cerita ke orang lain pakainya adalah past tense. Started from simple past, markernya apa? Nanti kalo di dalam soal kalian ketemu dengan kata ago, bisa one week ago, bisa one month ago, bisa one year ago. Terus kemudian ada lagi kata last. Last day, last week, last month, last year. Ada lagi kata this morning, terus kemudian ada lagi kata yesterday, for example. Itu berarti konteks kalimat yang ada dala teks itu adalah simple past tense. Dia memiliki pola subjek diikuti dengan verb 2 atau kalau menggunakan tobe menggunakan was/were, itu berarti konteks kalimat yang ada dalam teks itu adalah simple past tense. Dia memiliki pola subjek diikuti dengan verb 2 atau kalau menggunakan tobe menggunakan was/were, itu yang pertama. Contoh, I took a bath this morning. Itu pakenya adalah took, tidak boleh pake take, tidak boleh kata take, kalo disitu kontekya adalah past. Lha kok bisa tau past, simple past? Di situ ada markernya, ada kata this morning, itu yang pertama.

Yang kedua adalah past continuous. Kalo denger kata conyinuous berarti verb yang digunaakan adalah verb-ing. Bedanya apa dengan

present continuous? Beda, kalo present continuous sedang berlangsung sekarang, tapi kalau past continuous itu sedang berlangsung tapi dimasa lampau. Jadi markernya apa? Nanti kalau ketemu dengan conjungsi when sama while, dua itu. Biasaya kontek kalimatnya adalah kalimat continuous. Past continuous adalah dua aktivitas, yang pertama bisa satu aktivitas itu sedang berjalan kemudian aktivitas yang lain itu nge cut di tengah jalan atau bisa dua-duanya sedang berjalan dimasa lampau, itu nanti pakenya adalah past continuous, itu karakteristiknya. Jadi makanya dalam kontek past continuous kamu akan ketemu dengan kata when sam while. Contoh, ini ada dua aktivitas yang berjalan dimasa lampau, kalau ke sana barti present, kalau di sini itu past, nanti kalo ke sanalagi barti future. Titik yang ada di sini present, yang sedang berlangsung seperti ini, terus kemudian ada peristiwa lain nge cut di tengah jalan, ini nanti pakenya adalah when. Contoh, I was taking a bath, when my father came, ini dua aktivitas, yang satu sedang berjalan tiba-tiba ada peristiwa lain datang, pakainya adalah when. Terus polanya seperti apa? Kalau nanti kamu menggunakan pola when, berarti bentuknya sebelum when ini nanti pakenya adalah past continuous. Saya tuliskan past continuous atau saya tuliskan formulanya? Kalo formula barti di sini nanti adalah was/were + verb-ing, setelah when ini nanti akan diikuti dengan ver 2, seperti ini. I was taking when my father came, ini adalah verb 2. Terus kemudian yang ke dua bisa menggunakan pola while, while itu seperti apa? Kalo nanti dua-duanya jalannya beriringan seperti ini. Ada dua peristiwa yang sedang berjalan dimasa lampau, jadi pakenya while, dia setara, berarti setelah

while akan ada was/were + verb-ing, sebelum while juga sama was/were + verb-ing. Contoh, I was taking a bath, while my mother was cooking in the kitchen. Jadi konteks kalimat past continuous itu adalah dua aktivitas, beda dengan present continuous itu biasanya cuma satu aktivitas tok. Itu penanda maerkernya adalah when sama while.

Sekarang yang ketiga ada past perfect, past perfect itu markernya after sama before. Kok bisa? Ya karena past perfect itu addalah dua aktivitas yang terjadi dimasa lampau, yang mana dua aktivitas itu jalannya berurutan. Jadi setelah selesai peristiwa pertama, dilanjutkan peristiwa yang kedua itu nanti menggunakan pola past perfect, jadi makanya di dalam past perfect kamu akan ketemu dengan after sama kata before, markernya itu. Contoh peristiwa yang pertama, tadi pagi kamu mandi dulu apa makan dulu?

Ss : Makan...

L : Makan dulu. Makan pagi peristiwa pertama, peristiwa yang kedua adalah mandi. Peristiwa yang pertama ini nanti menggunakan pola past perfect, jadi nanti akan ketemu ada kata had + verb 3. Dan peristiwa yang kedua ini nanti tidak menggunakan past perfect, ini nanti menggunakan simple past, menggunakan verb 2. Ok yuk sekarang kita jabarkan, makan pagi bahasa Inggrisnya apa?

Ss : Breakfast...

L : Terus kemudian mandi?

Ss : Take a bath...

L : Take a bath boleh, take a shower boleh. Yuk sekarang kamu translate. Ini

kalimatnya sama atau beda?

Ss : Sama...

L : Kalau sama sekarang kamu translate. Dua kalimat ini kamu translate sehingga membentuk pola kalimat past perfect.

Ss : Barang-bareng pak?

L : Ho.o dicoba sik, diorek-orek, nanti siapa yang bisa maju betul tak kasih plus-plus.

L : Yok maju dua orang! Satu pake setelah yang satu pake sebelum, nanti yang betul tak kasih plus-plus. Yang betul formative testnya minggu depan tak tambah 0,5. Misal nilaimu 2,5 jadi 3, 3 jadi 3,5. Yok sini maju kalo betul. Nek salah yo min 0,5.

Ss : Weh...yo moohh

L : Enggak-enggak nek salah nggak papa, nek betul aja tak tambah 0,5. Yok maju! Ayo dicobo sik. 4 orang. Sini ditulis di samping sini. Silahkan pilih, pake setelah boleh, pake sebelum boleh. Kecuali mas makruf, mas makruf nanti aja karena nilainya udah bagus. Kasihan yang lain, yang lain dulu. Nanti kalau sudah mbahas soal, soalnya banyak nanti.

(Salah satu siswa maju ke depan kelas untuk mengerjakan soal)

L : Ditulis pake item ini. Boleh pilih salah satu, pake after nggak papa, kalo betul tak tambah 0,5.

(Siswa mengerjakan soal yang ditulis di papan tulis)

L : Ok yuk sekarang kita bahas. Untuk peristiwa yang pertama nanti pakainya adalah past perfect sedangkan peristiwa yang kedua pakainya adalah simple past. Ok sekarang kita cek, nomer 1. Saya makan pagi itu peristiwa



yang pertama, berarti pakainya adalah had diikuti dengan have, have nya berubah jadi verb 3, barti had nya dobel. I had had breakfast before I took a bath, ya betul.

Ss : Woooooyyyy....(Terpuk tangan)

L : Nomer 2, After breakfast, "I" nya hilang, ini salah. Terus kemudian I had breakfast salah. No 2, setelah saya makan pagi, saya.....ow setelah makan pagi ini "I". After I had had breakfast, I took a bath. Ya betul, siapa ini tadi yang mengerjakan dua ini?

Ss : Dina, Lufi...

L : Nanti setelah selesai nanti ketemu saya, nanti tak tambahi 0,5.

Ss : Yeeee...

L : Yang ditulis ulang ini. Yang nomer 1 translatenya ini, I had had breakfast, before I took a bath. Yang kedua, After I had had breakfast, I took a bath. Itu dua peristiwa yang terjadi dimasa lampau, yang mana dua peristiwa tersebut terjadinya berurutan. Jadi yang satunya pakainya past perfect, yang satunya pakainya simple past.

(Siswa menulis soal dan jawaban yang ada di papan tulis)

L : Yok yang terakhir ada past perfect continuous, ini markernya sama dengan yang ada di present perfect continuous, ada for sama ada since. Bedanya apa? Nantii kalau ketemu for sama since, ini nanti konteknya adalah present berarti ikut present, tapi kalau nanti konteknya past barti ngikut past. Contoh, di sini ada kata when, selain ada marker when, di sini juga ada marker for, setelah for diikuti dengan durasi waktu. Tapi kalau kamu pakenya since diikuti dengan spesifik waktu. Mudeng bedanya? Kalau for

ini kan artinya selama, ini akan diikuti dengan durasi waktu, tapi kalau since itu diartikan sejak, makanya ini diikuti dengan spesifik waktu. I had been studying in London for three years, when my father came. kenapa pakanya kok past? Karena di sini menggunakan pola past, came. tapi kalau came nya ini tak ganti dengan comes, nanti di sini had nya akan berubah menjadi have, konteknya akan berubah menjadi present. Jadi for sama since itu nanti bisa digunakan pola present maupun past, tergantung nanti kalimat setelahnya. Kalau kalimat setelahnya present, nanti juga ngikut present. Tapi nanti kalau kalimatnya past, juga ngikut past. Sekarang kamu buka dulu bukumu, mumpung jik anget, jik mudeng, engko wes lali. Dibuka di halaman 112. Nyatetnya nanti saja, dibuka dulu bukumu di halaman 112. Nomer 1, I.....a horror film on tv when the electricity when out. ow I am never going to find out how the movie ends. You may take a look at the marker of the first question here, you must to underline the word when. When is the marker of the past continuous. Setelah when kamu garis bawah, diikuti dengan apa itu? Dilihat di kalimat soal, setelah when itu diikuti apa?

Ss : Verb 2...

L : Verb 2, digaris bawah kata when, itu verb 2. Barerti sebelum when diikuti dengan apa itu?

Ss : Was/were...

L : Was/were plus verb-ing, dicari.

Ss : A...

L : Ya udah jawabannya A.

- L : terus nomer 2. Mr. Ahlul bought this car after he.....from Japan. Yok kamu garis bawahhi kata after, itu markernya siapa?
- Ss : Past perfect...
- L : Past perfect, yok sekarang dicek. Setelah after kamu cek di situ akan diikuti dengan pola apa?
- Ss : Had + verb...
- L : Had diikuti dengan verb 3, terus sebelum after dia akan diikuti dengan verb 2, ini polanya. Tapi kalau before? Before diikuti dengan verb 2, tapi sebelumnya diikuti dengan verb 3, dibalik jadinya, mudeng?
- Ss : Yaa...
- L : Jadinya dibalik. Mudeng pora?
- Ss : Yaa...
- L : Yok sekarang dicek, barti setelah after diikuti dengan apa?
- Ss : Had verb 2...
- L : Jadi jawabannya apa?
- Ss : E...
- L : Terus nomer 3. Ilyas is now crying in her room because he....late to school this morning. Markernya apa itu?
- Ss : This morning...
- L : Punyanya siapa?
- Ss : Simple...
- L : Barti jawabannya?
- Ss : B...
- L : Ah kok comes.

Ss : A...

L : A, came, verb 2. Nomer 4. The secretary....the letter before, dibuleti kata before. Setelah before diikuti dengan verb berapa?

Ss : Verb 2...

L : Barti sebelumnya diikuti dengan?

Ss : Had verb 3...

L : Berarti yang mana?

Ss : D...

L : Yang D. Gampang to?

Ss : Yo yen latihan gampang...

L : Terus nomer 5, dibuleti kata while. Setelah diikuti dengan apa? Dicek di papan.

Ss : Was/were verb-ing...

L : Barti yang mana itu?

Ss : D...

L : D. Terus nomer 6, dibuleti kata for. Setelah kata for diikuti dengan present atau past itu?

Ss : Past...

L : Ada kata apa?

Ss : When...

L : Barti itu nanti ngikutnya juga past. Jawabannya apa?

Ss : D...

L : Ya D, had been doing. Nomer 7. Markernya apa nomer 7?

Ss : When...

- L : Itu sudah konteknya, setelah titik-titik ada tulisan since to itu. Barti yang mana jawabannya? Dilihat since itu markernya siapa? Ya jadi jawabannya apa?
- Ss : D...
- L : Ya D, had been working. Nomer 8. Ada kata apa di situ markernya?
- Ss : When...
- L : Terus ada apa lagi?
- Ss : For...
- L : Barti milik siapa?
- Ss : Past perfect continuous...
- L : Jadi jawabannya apa?
- Ss : D...
- L : Yang D. Gampang to? Gampang bianget. Kui soal 100, 5 menit we dadi no kui.
- Ss : Hahaha...
- L : Gitu ya, nanti ngerjainnya seperti itu. Besok minggu depan tak kasih soal 100.
- Ss : Haaa...
- L : nggak jadi, 50 aja. 50 nanti yang 40 soal multiple choice, multiple choise itu ABCDE, terus yang 10 soal nanti essay. Nanti kalian tak suruh untuk mengisi verb yang tepat seperti apa. Dah nanti kamu hafalkan markernya saja. Present sama past saja, present ada 4, past ada 4. Jadi total materinya 8 saja
- Ss : Sajaa...

- L : Sekarang kamu catet yang tidak jelas ditanyakan. Jangan lupa besok rabu nyoblos.
- Ss : Yaaa...
- L : Nyoblos 1 apa 2?
- Ss : 2...1....Nyoblosnya satu no pak.
- L : Nyoblosnya 5.
- Ss : Oh iya sorry.
- L : Tidak boleh golput lho ya. Terus kalo nyoblos yo sing adil, ojo pilih kasih.
- S : Pilih kamu.
- Ss : HUUU...
- L : Sudah selesai?
- Ss : Belum...
- L : Sudah? Kalau sudah dibuka di halaman 115, itu ada practice 4 bentuknya adalah present sama past. Ada 30 soal itu. Yok kamu kerjakan maksimal 5 menit. Dikerjakan 30 soal. Nggak usah diartikan, dilihat markernya saja. Yuk semua mencoba, dicoba dulu di halaman 115.
- Ss : (Mengerjakan soal)
- L : Sudah selesai?
- Ss : Belum...
- L : Sudah? Yuk disimak! Nomer 1, digaris bawah kata for, digaris bawah lagi kata is, jawabannya?
- S : A.
- L : Kok A?
- Ss : E...

- L : Entong. Nomer 2, digaris bawah kata look, jawabannya?
- Ss : B...
- L : Nomer 3, digaris bawah kata before, jawabannya?
- Ss : D...
- L : D. Nomer 4, she does, yang tepat?
- Ss : D...
- L : Ya dodol. Nomer 5, garis bawah kata usually, jawabannya?
- Ss : Plays...
- L : Nomer 6, yang bisa digaris bawah apa itu? May I borrow your magazine,  
I am sorry, barti sedang dibaca.
- Ss : Is still reading...
- L : Ya A, ayam.
- Ss : Nomer 7, garis bawah kata hear, jawabannya?
- L : Is knocking...
- Ss : Ya is knocking bebek.
- L : Nomer 8?
- Ss : D...
- L : Ya yang D, masih sedang. Itu sebuah peristiwa yang sudah dilakukan tapi  
belum selesai.
- L : Nomer 9, garis bawah kata since, jawabannya?
- Ss : B...
- L : Yang B heard.
- L : Nomer 10, garis bawah kata for.
- Ss : Has been increasing.

- L : 11 tadi sudah. Garis bawah kata when.
- Ss : Was watching...
- L : 12, garis bawah kata ago, jawabannya?
- Ss : Has been...
- L : Kok has been?
- Ss : Had deng...
- L : Ha? Dilihat ago itu miliknya siapa?
- Ss : Was...
- L : Was yang B, bebek.
- L : 13, garis bawah kata after.
- Ss : Bought...
- L : D. Nomer 14, garis bawah did, kalo sudah ada did ketemu dengan verb  
berapa?
- Ss : Satu...
- L : Jawabannya?
- Ss : Make...
- L : 15.
- Ss : Before...
- L : Jawabannya?
- Ss : Had typed...
- L : Had typed, ayam.
- L : 16 garis bawah kata after, jawabannya?
- Ss : Had had...
- L : 17 garis bawah kata use to, jawabannya?



- Ss : B...
- L : Ya B, bebek.
- S : Kok bisa pak?
- L : Kok bisa? Yuk garis bawah kata use to dulu, use to itu sebuah kebiasaan yang dilakukan oleh seseorang dimasa lampau, tapi kalau sekarang sudah tidak dilakukan lagi. Jadi makanya no I do not study, dibalik dadine. Positif dadi negatif, negatif dadi positif.
- L : 18 garis bawah kata while, tadi sudah, jawabannya?
- Ss : Was doing...
- L : 19, ada apa itu? Tadi sudah, C.
- L : 20, tadi sudah, ayam.
- L : 21?
- Ss : E...
- L : Had been cooking. Ya oke. 22?
- Ss : Went...
- L : D. 23? The dance tonight. He gets too much work.
- Ss : D...
- L : He is not going to go. D dodol. Itu polanya future itu. Besuk.
- L : 24, 24 apa?
- Ss : Were discussing...
- L : Were discussing, ayam. 25?
- Ss : D...
- L : Are, d dodol. 26?
- S : Has lived.

- L : Itu konteknya past ya. Kalo past barti A salah.
- Ss : C salah...
- L : C salah, D salah. Ow itu nggak ada itu, harusnya itu diganti dengan had itu. Yang E has nya diganti dengan had, had been living. 27?
- Ss : B...
- L : I have finish so you can pick it up. Yang B bebek. 28?
- Ss : Had...
- L : Before, barti had never visited, ayam. 29?
- Ss : Ayam..
- L : 30?
- Ss : Had been waiting...
- L : Ya had been waiting. Gampang ya?
- L : Ada yang ditanyakan? Ditanyakan dulu. Nggak ada? Nomer 10 dibuka!  
For the last few week, jawabannya tadi yang A. Kenapa kok A? Karena di situ pakenya can not, can not itu kan present. Can not nya nanti ini kalau berubah jadi couldn't pakenya past.
- L : Terus apa lagi? Nomer berapa? Besok minimal nilainya 3,25.
- Ss : Halaaah pak....
- L : Di bawah 3,25 ketemu lagi saya tahun depan.
- S : Masuknya jam berapa pak?
- L : Masuknya kelas B itu jam berapa ya? Oh ya setengah 8.
- S : Pak kadang had nya satu aja, lha yang ke dua itu apa?
- L : Apanya?
- S : Yang perfect.

- L : Yang perfect? Yang had nya pertama itu kan rumusnya, auxiliary verb nya, kan rumusnya had verb . yang kedua itu bentuk ke 2 dari have. Verb 1 nya kan have/ has, verb 2 nya had, verb 3 nya had, jadinya had had.
- S : Itu berlaku untuk semua past perfect?
- L : Iya kalo had semua.
- S : Kok ada yang dua?
- L : Apanya?
- S : Had had nya no pak.
- L : Lha yo, sing had pertama itu kan rumuse, rumusnya past perfect itu kan had verb 3, mudeng?
- Ss : Mudeng...
- L : Terus kemudian had yang kedua itu bentuk ketiga dari have. Mudeng pora?
- S : Mudeng.
- L : Engko ujian bingung. Ada lagi yang ditanyakan?
- S : Yang contohnya itu halaman 76 pak?
- L : Halaman 76, yok dibukak halamn 76.
- Ss : Yang ketiga pada example nya itu.
- L : Example yang ketiga. Dibaca, yang mana?
- S : Before the lamp light off, she had talked much more.
- L : Iya kenapa?
- S : Kok nggak dua, had nya kok satu?
- Ss : Kan rumuse had verb 3...
- S : Ow iyo iyo.
- L : Sudah?

- S : Udah udah.
- L : Aku durung ngomong lho iki. Terus apa lagi?
- S : Pak...
- L : Apa, halaman berapa?
- S : 116.
- L : 116 dibuka. Nomer berapa?
- S : Nomer 6.
- L : Nomer 6 kenapa?
- S : Kalau jawabannya D barti itu udah selesai?
- L : Has been reading itu belum selesai no. My sister has been reading it. Ya bisa sih. Tapi di situ durasi waktunya nggak ada. Tapi lebih condong untuk yang A. Masih sedang membacanya sekarang, makanya tidak boleh dipinjem. Kalo yang D itu biasanya ada durasi waktunya, ada for sama ada since nya.
- L : Terus mana lagi? Kalo sudah minta tolong dihapus salah satu, yang tinggi yang hapus.
- S : (Menghapus papan tulis)
- L : Kalo sudah kamu coba sendiri, di situ disetiap part nya sudah ada bentuk essay, kalau kamu buka mulai dari present sampai past itu setiap part nya ada soal bentuknya essay. Nanti soal essay nya contohnya seperti itu. Seperti halaman 65, 67, 68 sampai 70. Itu nanti kamu kerjakan sendiri-sendiri. Itu sudah part by part. Kalo sudah samapi di sini dulu. Besok minggu depan langsung ujian. Kelas B itu jam setengah 8 aja masuknya.
- L : Ok good luck ya minggu depan.

Ss : Soalnya susah pak?

L : Ow soalnya susah banget.

Ss : Yaahhh...

L : Ya thanks for coming, Wassalamualaikum Warohmatullohi Wabarokatu.

Ss : Wa'alaikumussalam Warohmatullohi Wabarokatu.

**Data Validation of Utterances' Lecturer Who Discuss about Adverb Phrase by First Lecturer on the Grammar Class**

No.	Number of Datum	True	False
1.	T1/15.04.19/L1/M1/MAP/D1		✓
2.	T1/15.04.19/L1/M1/MAP/D2	✓	
3.	T1/15.04.19/L1/M1/MAP/D3	✓	
4.	T1/15.04.19/L1/M1/MAP/D4	✓	
5.	T1/15.04.19/L1/M1/MAP/D5		✓
6.	T1/15.04.19/L1/M1/MAP/D6	✓	
7.	T1/15.04.19/L1/M1/MAP/D7	✓	
8.	T1/15.04.19/L1/M1/MAP/D8	✓	
9.	T1/15.04.19/L1/M1/MAP/D9		✓
10.	T1/15.04.19/L1/M1/MAP/D10	✓	
11.	T1/15.04.19/L1/M1/MAP/D11	✓	
12.	T1/15.04.19/L1/M1/MAP/D12	✓	
13.	T1/15.04.19/L1/M1/MAP/D13	✓	
14.	T1/15.04.19/L1/M1/MAP/D14		✓
15.	T1/15.04.19/L1/M1/MAP/D15		✓
16.	T1/15.04.19/L1/M1/MAP/D16		✓
17.	T1/15.04.19/L1/M1/MAP/D17		✓
18.	T1/15.04.19/L1/M1/MAP/D18		✓
19.	T1/15.04.19/L1/M1/MAP/D19		✓
20.	T1/15.04.19/L1/M1/MAP/D20	✓	
21.	T1/15.04.19/L1/M1/MAP/D21		✓
22.	T1/15.04.19/L1/M1/MAP/D22		✓
23.	T1/15.04.19/L1/M1/MAP/D23		✓
24.	T1/15.04.19/L1/M1/MAP/D24		✓
25.	T1/15.04.19/L1/M1/MAP/D25		✓
26.	T1/15.04.19/L1/M1/MAP/D26		✓

27.	T1/15.04.19/L1/M1/MAP/D27	✓	
28.	T1/15.04.19/L1/M1/MAP/D28	✓	
29.	T1/15.04.19/L1/M1/MAP/D29	✓	
30.	T1/15.04.19/L1/M1/MAP/D30		✓
31.	T1/15.04.19/L1/M1/MAP/D31		✓
32.	T1/15.04.19/L1/M1/MAP/D32	✓	
33.	T1/15.04.19/L1/M1/MAP/D33		✓
34.	T1/15.04.19/L1/M1/MAP/D34	✓	
35.	T1/15.04.19/L1/M1/MAP/D35	✓	
36.	T1/15.04.19/L1/M1/MAP/D36	✓	
37.	T1/15.04.19/L1/M1/MAP/D37		✓
38.	T1/15.04.19/L1/M1/MAP/D38		✓
39.	T1/15.04.19/L1/M1/MAP/D39		✓
40.	T1/15.04.19/L1/M1/MAP/D40	✓	
41.	T1/15.04.19/L1/M1/MAP/D41	✓	
42.	T1/15.04.19/L1/M1/MAP/D42	✓	
43.	T1/15.04.19/L1/M1/MAP/D43	✓	
44.	T1/15.04.19/L1/M1/MAP/D44		✓
45.	T1/15.04.19/L1/M1/MAP/D45		✓
46.	T1/15.04.19/L1/M1/MAP/D46		✓
47.	T1/15.04.19/L1/M1/MAP/D47	✓	
48.	T1/15.04.19/L1/M1/MAP/D48		✓
49.	T1/15.04.19/L1/M1/MAP/D49		✓
50.	T1/15.04.19/L1/M1/MAP/D50		✓
51.	T1/15.04.19/L1/M1/MAP/D51		✓
52.	T1/15.04.19/L1/M1/MAP/D52	✓	
53.	T1/15.04.19/L1/M1/MAP/D53	✓	
54.	T1/15.04.19/L1/M1/MAP/D54		✓
55.	T1/15.04.19/L1/M1/MAP/D55		✓
56.	T1/15.04.19/L1/M1/MAP/D56	✓	

57.	T2/25.04.19/L2/M1/MPT/D57	✓	
58.	T2/25.04.19/L2/M1/MPT/D58	✓	
59.	T2/25.04.19/L2/M1/MPT/D59	✓	
60.	T2/25.04.19/L2/M1/MPT/D60	✓	
61.	T2/25.04.19/L2/M1/MPT/D61	✓	
62.	T2/25.04.19/L2/M1/MPT/D62	✓	
63.	T2/25.04.19/L2/M1/MPT/D63		✓

Surakarta, 19 Agustus 2019



Arkin Haris, M.hum



**Data Validation of Utterances' Lecturer Who Discuss about Past Tense by Second Lecturer  
on the Grammar Class**

No.		True	False
1.	T2/25.04.19/L2/M1/MPT/D1	✓	
2.	T2/25.04.19/L2/M1/MPT/D2	✓	
3.	T2/25.04.19/L2/M1/MPT/D3	✓	
4.	T2/25.04.19/L2/M1/MPT/D4	✓	
5.	T2/25.04.19/L2/M1/MPT/D5		✓
6.	T2/25.04.19/L2/M1/MPT/D6		✓
7.	T2/25.04.19/L2/M1/MPT/D7		✓
8.	T2/25.04.19/L2/M1/MPT/D8		✓
9.	T2/25.04.19/L2/M1/MPT/D9	✓	
10.	T2/25.04.19/L2/M1/MPT/D10		✓
11.	T2/25.04.19/L2/M1/MPT/D11	✓	
12.	T2/25.04.19/L2/M1/MPT/D12	✓	
13.	T2/25.04.19/L2/M1/MPT/D13	✓	
14.	T2/25.04.19/L2/M1/MPT/D14	✓	
15.	T2/25.04.19/L2/M1/MPT/D15	✓	
16.	T2/25.04.19/L2/M1/MPT/D16	✓	
17.	T2/25.04.19/L2/M1/MPT/D17	✓	
18.	T2/25.04.19/L2/M1/MPT/D18	✓	
19.	T2/25.04.19/L2/M1/MPT/D19	✓	
20.	T2/25.04.19/L2/M1/MPT/D20	✓	
21.	T2/25.04.19/L2/M1/MPT/D21	✓	
22.	T2/25.04.19/L2/M1/MPT/D22	✓	
23.	T2/25.04.19/L2/M1/MPT/D23	✓	
24.	T2/25.04.19/L2/M1/MPT/D24		✓
25.	T2/25.04.19/L2/M1/MPT/D25		✓
26.	T2/25.04.19/L2/M1/MPT/D26		✓

27.	T2/25.04.19/L2/M1/MPT/D27	✓	
28.	T2/25.04.19/L2/M1/MPT/D28	✓	
29.	T2/25.04.19/L2/M1/MPT/D29	✓	
30.	T2/25.04.19/L2/M1/MPT/D30		✓
31.	T2/25.04.19/L2/M1/MPT/D31	✓	
32.	T2/25.04.19/L2/M1/MPT/D32	✓	
33.	T2/25.04.19/L2/M1/MPT/D33	✓	
34.	T2/25.04.19/L2/M1/MPT/D34	✓	
35.	T2/25.04.19/L2/M1/MPT/D35	✓	
36.	T2/25.04.19/L2/M1/MPT/D36	✓	
37.	T2/25.04.19/L2/M1/MPT/D37	✓	
38.	T2/25.04.19/L2/M1/MPT/D38	✓	
39.	T2/25.04.19/L2/M1/MPT/D39	✓	
40.	T2/25.04.19/L2/M1/MPT/D40	✓	
41.	T2/25.04.19/L2/M1/MPT/D41	✓	
42.	T2/25.04.19/L2/M1/MPT/D42	✓	
43.	T2/25.04.19/L2/M1/MPT/D43	✓	
44.	T2/25.04.19/L2/M1/MPT/D44	✓	
45.	T2/25.04.19/L2/M1/MPT/D45	✓	
46.	T2/25.04.19/L2/M1/MPT/D46		✓
47.	T2/25.04.19/L2/M1/MPT/D47	✓	
48.	T2/25.04.19/L2/M1/MPT/D48		✓
49.	T2/25.04.19/L2/M1/MPT/D49	✓	
50.	T2/25.04.19/L2/M1/MPT/D50	✓	
51.	T2/25.04.19/L2/M1/MPT/D51	✓	
52.	T2/25.04.19/L2/M1/MPT/D52	✓	
53.	T2/25.04.19/L2/M1/MPT/D53	✓	
54.	T2/25.04.19/L2/M1/MPT/D54		✓
55.	T2/25.04.19/L2/M1/MPT/D55		✓
56.	T2/25.04.19/L2/M1/MPT/D56		✓

57.	T2/25.04.19/L2/M1/MPT/D57	✓	
58.	T2/25.04.19/L2/M1/MPT/D58	✓	
59.	T2/25.04.19/L2/M1/MPT/D59	✓	
60.	T2/25.04.19/L2/M1/MPT/D60	✓	
61.	T2/25.04.19/L2/M1/MPT/D61	✓	
62.	T2/25.04.19/L2/M1/MPT/D62	✓	
63.	T2/25.04.19/L2/M1/MPT/D63		✓

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