

**AN ANALYSIS OF TEACHERS' DIRECTIVE SPEECH ACTS IN  
TEACHING LEARNING RECOUNT TEXT AT THE EIGHT GRADE  
STUDENTS OF SMPN 1 GUNTUR DEMAK**

**THESIS**

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



**By:**

**ALFIATUL MUSTAGHFIROH**

**SRN. 12.32.2.1.020**

**ENGLISH LANGUAGE EDUCATION  
CULTURES AND LANGUAGES FACULTY  
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2019**

## ADVISOR SHEET

Subject: Thesis of Alfiatul Mustaghfiroh  
SRN 123221020

To:  
The Dean of Islamic Culture  
and Language Faculty  
IAIN Surakarta  
In Surakarta

*Assalamu 'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state the thesis of

Name: Alfiatul Mustaghfiroh

SRN: 123221020

Title: AN ANALYSIS OF TEACHERS' DIRECTIVE SPEECH ACTS IN  
TEACHING LEARNING RECOUNT TEXT AT THE EIGHTH GRADE  
STUDENTS OF SMPN 1 GUNTUR DEMAK

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosah*) to gain the Undergraduate Degree in English language Education.

Thank you for the attention.

*Wassalamu 'alaikum Wr. Wb.*

Surakarta,  
Advisor

Dr. Dra. H. Woro  
Retnaningsih, M. Pd.  
NIP. 19681017199303 2 002

## RATIFICATION SHEET

This is to certify the Undergraduate thesis entitled “ AN ANALYSIS OF TEACHER’ DIRECTIVE SPEECH ACTS IN TEACHING LEARNING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 1 GUNTUR DEMAK” by Alfiatul Mustaghfiroh has been approved by the Board of thesis examiners as the requirement for the degree of Undergraduate in English Language Education, The State Islamic Institute of Surakarta.

Chairman : Habibi Nur Hidayanto, M. Pd.  
(.....)

NIP. -

Secretary : Dr. Hj. Woro Retnaningsih, M. Pd.  
(.....)

NIP. 19681017199303 2 002

Main Examiner: Dr. Rochmat Budi Santoso, S. Pd., M. Pd  
(.....)

NIP. 19691111200212 1 001

Surakarta, June 14, 2019

Approved by

The Dean of Islamic Culture and Language Faculty

Dr. H. Giyoto, M. Hum

NIP. 19670224200003 1 001

## **DEDICATION**

This simple work is dedicated to:

1. Allah SWT
2. The researcher's parents; Ibu Siti Munafiah and Bapak Achmad Muslih
3. Bapak Muh. Nurudin
4. The researcher's beloved brother; M. Nur Cholis Tasofi
5. All of the researcher's family who always support her

**MOTTO**

**There is no body perfect**

*(Anonim)*

**A Good Friend is Honest and Keep Promise**

*(Imam Syafi'i)*

## ACKNOWLEDGMENT

*Alhamdulillah*, all praises to be Allah the almighty, master of universe, master of judgment day, for all blessing and mercies, so the researcher was able to finish the thesis entitled “An Analysis of Teachers’ Directive Speech Acts in Teaching Learning Recount Text at The Eight Grade Students of SMPN 1 Guntur Demak”. Peace may always be upon to Prophet Muhammad SAW. the great figure in this world.

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

1. Prof. Dr. H. Mudhofir, S. Ag., M. Pd. as the Rector of Islamic Institute of Surakarta
2. Dr. H. Giyoto, M. Hum. as the Dean of Cultures and Languages Faculty in The State Islamic Institute of Surakarta.
3. Dr. Imroatus Solikhah, M. Pd, as the Head of of English Language Education in The State Islamic Institute of Surakarta.
4. Dr. Dra. Hj. Woro Retnaningsih, M. Pd., as the advisor for her guidance, suggestions, advices, and corrections for the researcher.
5. All the Lecturers and staff of Cultures and Languages Faculty for giving the service and time during her research’s study.
6. Mr. Rofieq Irhas Laila, M. Pd as the Head Master of SMPN 1 Guntur Demak for facilitating the researcher in collecting data.
7. Mrs Diah Riniyanti, S. Pd and Mr. Hery Aprilia Sutanto, S. Pd who had helped the researcher to finish her research.
8. Her beloved family; father and mother, Achmad Muslih and Siti Munafiah. Her beloved brother (M. Nur Cholis Tasofi). My guardian, Moh

Nurudin. Thank you for the praying, motivation, love, joke, care, and happiness for the researcher.

9. Her beloved friends at Class A 2012

The researcher realizes that this thesis has not been perfect. She has great expectation for every comment, advice, suggestion, and criticism. The researcher hopes that this thesis can be useful for further researchers and the readers.

Surakarta, June 2019

The Researcher

Alfiatul Mustaghfiroh

SRN. 123221020

## **PRONOUNCEMENT**

Name : Alfiatul Mustaghfiroh

SRN : 123221020

Faculty : Cultures and Languages Faculty

Study Program: English Language Education

Title : AN ANALYSIS OF TEACHERS' DIRECTIVE SPEECH ACTS  
IN TEACHING LEARNING RECOUNT TEXT AT THE EIGHT GRADE  
STUDENTS OF SMPN 1 GUNTUR DEMAK

Herewith I state all statements, opinions, and analysis that I have written in this research study are my original work. I optimally conducted my own research study with the help some references and suggestions. Every word and statement take from the references was treated as a quotation and except in which the name of the authors and the publishers where stated. If any claim related to the analysis that I made persist in the future, I would be fully responsible for clarification.

Surakarta, June 14, 2019

The Researcher

(meterai 6000)

Alfiatul Mustaghfiroh

SRN 123221020



## **ABSTRACT**

Alfiatul Mustaghfiroh. 2019. *An Analysis of Teachers' Directive Speech Acts in Teaching Learning Recount Text at The Eight Grade Students of SMPN 1 Guntur Demak*. Thesis, English Language Education, Cultures and Languages Faculty, State Islamic Institute of Surakarta.

Advisor: Dr. Hj. Woro Retnaningsih, M. Pd.

Key Words: Teachers' Directive Speech Acts, Recount Text.

This research is intended to analyze the teacher' directive speech acts in teaching learning recount text at the eighth grade students of SMPN 1 Guntur Demak. The researcher used Searle theory of directive speech acts to analyzed the types of directive speech acts.

This research used descriptive qualitative approach. The subject of this research is the eight grade English teachers (Diah Riniyanti, S. Pd and Hery Aprilia Sutanto, S. Pd) in academic year 2018/2019, consisting of 2 teachers. The instruments in collecting data are the researcher, camera, and note book. The technique of collecting data is used observation; recording and transcribing the record. In analyzing the data, the researcher used Miles and Huberman model of data analysis, there were three main components. They were data reduction, data display, and conclusion.

The researcher showed that there are 64 data considered as directive speech acts. The data are obtained from observation at the two classrooms with two teachers. The data is collecting from commanding as 27 data, invitation 8 data, requesting as 17 data, warning or forbidding 3 data, and suggesting 9 data.

## LIST OF TABLE

Table 2.1. The similarity and The Differences between Previous Study and The Researcher Research.....	30
Table 3.1. Research Schedule of Observation in The Eight Grade Students of SMPN 1 Guntur Demak.....	35
Table 4.1. The types of Directive Speech Acts used by first teacher.....	50
Table 4.2. The Types of Directive Speech Acts Used by the First teacher in teaching learning recount text.....	52
Table 4.3. Frequency of Directive Speech Acts Used by The First Teacher.....	53
Table 4.4 The Types of Directive Speech Acts used by Second teacher.....	62
Table 4.5. The Types of Directive Speech Acts Used by Second Teacher in Teaching Learning Recount Text.....	63
Table 4.6. Frequency of Directive Speech Acts Used by The Second Teacher...	64
Table 4.7. Frequency of Directive Speech Acts Used by The English Teacher of Eight Grade in Teaching Learning Recount Text at SMPN 1 Guntur Demak.....	66

## TABLE OF CONTENTS

TITLE.....	i
ADVISOR SHEET.....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO.....	v
ACKNOWLEDGEMENT.....	vi
PRONOUNCEMENT.....	viii
ABSTRACT.....	ix
LIST OF TABLES.....	x
TABLE OF CONTENTS.....	xi

### CHAPTER 1: INTRODUCTION

A. Background of The Study.....	1
B. Identification of Problem.....	6
C. The Problem Statement.....	6
D. The Objective of the Study.....	6
E. The Limitation of the Research.....	7
F. The Significant of the Study.....	7
G. Key Terms.....	9

### CHAPTER II: THEORETICAL REVIEW

A. Theoretical Description.....	11
1. Pragmatics.....	11
2. Scope of Pragmatics.....	13

a. Deixis.....	13
b. Reference and Inference.....	13
c. Speech Acts.....	14
3. Speech	
Acts.....	14
4. Classification of Speech Acts.....	15
a. Representatives.....	16
b. Declaratives.....	16
c. Expressives.....	17
d. Directives.....	17
e. Commisives.....	17
5. Directive Speech Acts.....	18
6. The Classification of Directives Speech Acts.....	19
a. Command or Order.....	19
b. Request.....	20
c. Suggestion.....	20
d. Invitation.....	20
e. Warning or Prohibition.....	20
7. Teaching Recount Text in 2013 Curriculum.....	22
B. Review of Previous Research.....	27

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Research Type and Design.....	33
B. Research Setting and Time.....	34
C. Subject or Informant of the Research.....	35
D. Source Data.....	36
E. Object of Research.....	36
F. Data Collecting Technique.....	36
1. Observation.....	36
2. Recording.....	37
3. Transcription.....	38

G. Data Collecting Technique.....	38
1. Data Collection.....	39
2. Data Reduction.....	40
3. Data Display.....	41
4. Drawing Conclusion and Verification.....	41
H. Trustworthiness of Data.....	42

**CHAPTER IV: RESEARCH FINDING AND DISCUSSION**

A. Research Finding.....	44
B. Discussion.....	66

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion.....	70
B. Suggestion.....	71

**BIBLIOGRAPHY**

**APPENDIX**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Teacher as a qualified person who has responsibility to educate, teach, guide, assess, and evaluate the student. They considered as person who not only teach about materials; science of language, social science, natural science, economic, mathematic, etc., but also the one who has the responsibility on developing the student's good character, good behavior, moral, and values. The teacher can be the medium on developing the student's good character, because they are the one who communicates directly with the student in daily school activity. Communication can be the best tool used for engrafting those characters. One of the parts of communications is speech (language). Language as a means of communication is very important for human being to understand the other's mind. By using language, people can formulate their intentions, express their feelings, thought, and cooperate the other people.

There are many countries in the world, and they speak in many different languages. Even in some countries with the diversity of ethnics and cultures may have more than one language and dialect to speak. Indonesia, one the example of country with various ethnics and cultures, has many different languages and dialects used by the people to communicate. However, Indonesia has a national language to unite the

diversity of the languages called Indonesian language. Similar to England, the people also use one language to speak, English as a means of national communication. English is not only spoken by the people in England but also spoken by people in the whole world as a means of international language. As an international language, English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants (The British Council “English as International Language”, 1978).

Indonesia, where English is not the native language needs to socialize it to its people since English is an important language to face the globalization era. English in Indonesia is generally taught as a foreign language. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. It is supported by Government Regulation Number. 57, 2014 Chapter 2 article 7 which stated that foreign language has a function as supporting means of communication among nations; as a means of science, technology, and art

mastery; and the source of Indonesian development. Therefore, English is taught in almost all level of schools starting from Elementary School until University. Student should learn English to prepare themselves for facing the globalization era. However, since it is only a foreign language, there are a lot of problems found in the English language learning, such as the problem in pronunciation.

Language is not only applied in the social life condition, but also in all activities done by the people, such as in the teaching and learning process. In the teaching and learning process, teacher and students have conversation in the classroom. Teacher uses some utterances to explain the material to the students, and sometimes use the utterance for interacting with them. When the teacher explains the material or uses some utterances to the students, the student will try to understand what the teacher mean. The purpose of communication and interaction in the teaching and learning process is to reach the goal of good teaching and learning in order the students can understand the material easily. Understanding the implicit message inside the utterances need an extra knowledge. Pragmatics is the most common way to analyze the utterances made by the speaker, since pragmatics addresses expression at the level of utterances, which can range from one word (for example: "Oh!" as a reaction of dismay or pleasant surprise) to a lengthy discourse (for example: a heated political debate). What is important is the communicative function the utterance plays in



interaction with others, so pragmatics operates at the level of meaning (and how others understand those meanings).

Pragmatics is concerned with the study of meaning as communicated by the speaker and interpreted by the hearer (Yule, 1996: 3). Pragmatics is a branch of linguistics, which is the study of language. Pragmatics focuses on conversational implicature, which is a process in which the speaker implies and a listener infers. Simply put, pragmatics studies language that is not directly spoken. Instead, the speaker hints at or suggests a meaning, and the listener assumes the correct intention.

Defining speech act cannot be separated from the context of situation, A situational context or context of situation is an important element in communication. As stated by Leech (1983: 13), context has a great influence and also effect in understanding the meaning of an utterance. Through the context, the speaker and the addressee share 15 their background in understanding the utterances.

The directive speech acts classified into; commanding or ordering, requesting, suggestion, invitation, warning and prohibition (Yule, 1996: 53). The example of directive speech acts from the teacher utterance is as follow:

**T: Perhatikan pola yang ada! Verb 2 itu apa?**

**S: Kata kerja lampau.**

The example below is about the commanding of the teacher. The teacher needs the students to pay attention. Commanding is used to command the addressee to do some action.

Since directives speech act is commonly used in teaching and learning process, the researcher did research in SMPN 1 Guntur Demak. SMPN 1 Guntur Demak is located in Bogosari village, Guntur, Demak. There are many subjects in the school, including English. Based on the observation, eight grade students are the most crucial period in the school. The students are usually in naughtiness phases. In Eight grade students of SMPN 1 Guntur, the classes are divisible into seven classes. Every class is divisible by the prestigious students until the last class is the other ones. The students on the last class are usually do not understand the teacher utterance. Those, the researcher choose the other ones (un- prestigious), because the researcher want to know how the teacher speech in that class. Another reason is the differences of culture. The language in different places sometimes has another meaning with other ones. The researcher need to analyze the directives speech act that used by teacher in the last class. The researcher wants to analyze the type of directive speech acts and the frequency that the teacher uttered.

According to the observation and analysis, the researcher decided to conduct the research on directives speech act spoken by the teacher in the teaching and learning process. Therefore this research entitled “AN

*ANALYSIS OF TEACHER' DIRECTIVE SPEECH ACTS IN TEACHING  
LEARNING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF  
SMPN 1 GUNTUR DEMAK”.*

**B. Identification of Problem**

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

1. There are several types of directive speech acts uttered by the teacher in teaching and learning process on the English class of Eight Grade at SMPN 1 Guntur Demak based on curriculum 2013
2. There are several times of directive speech acts uttered by the teacher during teaching and learning process on English class of Eight Grade of SMPN 1 Guntur Demak

**C. The Problem Statement**

Based on the identification of the study, the researcher state the problem statement below:

1. What are the types of directive speech acts used by the teacher in teaching and learning process at SMPN 1 Guntur Demak based on curriculum 2013?

**D. The Objective of the Study**

Dealing with the statements described above, the objectives of the research are to find out, to identify, and to comprehend the types of directive speech acts uttered by the teacher on English class of the Eight grade class of SMPN 1 Guntur Demak

### **E. The Limitation of the Research**

We have several types of speech acts; they are directive, expressive, declarative, commissive, and representative speech acts. Limitation of the study in this research is directive speech acts in teaching learning process use by the teacher in eight grade class at SMPN 1 Guntur Demak. Here, the researcher focus on the types of directive speech acts. The theory of speech acts adopted in this study is the theory proposed by John Searle. In this research, the researcher limited to the directive speech acts because directive speech acts was one of the important thing for the teacher in teaching process. The researcher selected two English teachers and two classes from seven class of eight grade at SMPN 1 Guntur Demak.

### **F. The Significant of the Study**

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

#### **1. Theoretical Benefit**

This research is conduct as the support of speech acts theory in the development of linguistic theories. In addition, hopefully this study will be beneficial for the other researchers in organizing a research of speech acts, especially about directive speech acts.

#### **2. Practical Benefit**

The teacher and the students will obtain meaningful information of speech acts that are use in teaching and learning process. This research is contributed for several side, they are;

a. For the teachers

Hopefully, this research would be meaningful for the teacher to recognize the types of speech acts in teaching process, especially the types of representative speech acts. They will be understands about the implementation of the speech acts in their teaching process.

b. For the students

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

c. For the readers

Hopefully, this research can brings enlightenment and information concerning in speech acts used by the teacher for the readers, especially about directive speech acts.

## **G. Key Terms**

### **1. Speech Acts**

Speech acts is the theory that analyzes the effect of an utterance in the relationship between the speaker and the listener's behavior. Austin (1962), states that substantively, the purpose of the

people when they are speaking is not only to make statements, but they do an action. From his statement John R. Searle conduct a theory about speech act with the concern that saying is (part of) doing, or words are (part of) need.

## 2. Directive Acts

Directive speech acts is a speech acts which is intended to make addressee do something or take an action as what is meant by the as what the words he/she utters. There are some acts taken by this directive speech acts; asking, prohibiting, suggesting, requesting speaker to the addressee. When using directives, the speaker is trying to fit the world to the words. It means that the speaker tries to make the addressee, and so forth. Yule (1996: 53) classifies directives into six classes; they are command or order, request, suggestion, invitation, warning and prohibition. While, Searle (2005) classified directive speech acts into; commanding, requesting, inviting, suggesting, and forbidding.

## 3. Teaching and Learning Process

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

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Description

The theoretical description discusses some relevant theories that associated with study.

##### 1. Pragmatics

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

Pragmatics is the study of the conditions of human language uses as there are determined by the context of society (Mey, 2001: 6). There are a number of definitions of pragmatics but, in general, many scholars set to agree that pragmatics is a study of language meaning related to the users of language and the context.

According to Horn and Ward (2004) in journal *Directive speech act in the movie "Sleeping Beauty"* by Muhartoyo, "Pragmatics is the study of those context- dependent aspects of meaning which are systematically abstracted away from in the

construction of content logical form". Leech (1983) said that pragmatics which is happened in social and cultural context is called social pragmatics. Griffiths (2006) proposes that pragmatics focuses on how language is used as a tool to create meaningful communication taking into account the situations or contexts of use. Those, the consequences can be drawn from this, pragmatics is happened in social and cultural context to create meaningful communication and construct by a logical content.

Furthermore, Yule (1996: 3) believes that pragmatics is concerned with four main areas. Firstly, pragmatics is the study of speakers and contextual meaning. Secondly, pragmatics focuses on the meaning of utterances performed by a speaker and interpreted by a hearer. Thirdly, pragmatics focuses on the determination of a speaker to decide how much needs to be said. Finally, pragmatics deals with how more gets the expression of relative distance when communicated.

All of the definitions offered by the experts above consider contexts in studying the use of language. Thus, it can be concluded that pragmatics is the study of how language is being used in relation to the context and content as it is communicated by the speaker and interpreted by the listener. Therefore, studying language via pragmatics allow people to gain better understanding in communication.



## 2. Scope of Pragmatics

Mey (1993: 181) explains that pragmatics is divided into two principles, they are micropragmatics and macropragmatics. Micropragmatics is explained as the scopes of pragmatics that the context restrict itself, and he called macropragmatics when the context will have to expand. In addition, Yule (1996: 8) states that pragmatics is divided into some principles as follow:

### a. Deixis

Deixis is the technical term that we can do to the things by pointing via language (Yule, 1996: 9). Deixis is divided into three kinds which in each kinds has the principle respectively. The dividing of deixis are personal deixis, temporal deixis, and spatial deixis. Moreover, the principles in each part are proximal deixis and distal deixis. Proximal is the pointing words that it indicates as near with the speaker, then distal is the far from the speaker one.

### b. Reference and Inference

Reference is kind of linguistic form to enable the listener to identify something spoken by the speaker. These kind of linguistic forms can be called such us proper noun (Alice, Brown), Noun Phrase definite (the author) or indefinite (the old man), and Pronoun (he, she, it).

To make a successfully reference, we also need to recognize the inference. This kind will help us to identify the utterances by using a particular referring expressions. It means that inference help us to choose the best words as reference that is used to identify the utterances.

### c. Speech Acts

Speech acts is the theory that analyzes the effect of an utterance in the relationship between the speaker and the listener's behavior. Austin (1962), states that substantively, the purpose of the people when they are speaking is not only to make statements, but they do an action. From his statement John R. Searle conduct a theory about speech act with the concern that saying is (part of) doing, or words are (part of) need.

### 3. Speech Act

Language is inseparable part in or everyday life. It is main device to convey message, communicate ideas opinions and thought. In spesific situation there are moments we need to be understood language quite correctly. According to one of language philosopher J.R. Searle a language is performing speech acts such as making request, statements, giving comments, etc. Hornby states that language is a system of sound, words, used by human to communicated thoughts and feeling (Soengkono, 2013: 3). Generally, speech acts can be defined as the acts of communication. Certain utterance producing

by the speaker contains specific act, such as an act of promising, apologizing, or commanding. Speech acts theory is the theory in the field of pragmatics.

As defined by Yule (1966: 47), speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on. By performing speech acts, the speaker is often trying to achieve some effect with those words; an effect which might in some cases have been accomplished by an alternative action.

For example: *“It is so hot in here.”*

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

From the definition of speech acts that explained by the experts, it can be concluded that speech acts is an action of language via utterance. It can be influenced by a context or situation where the interaction takes place.

#### 4. Classification of Speech Acts

The classification of speech acts as stated by Searle in Mey (1993: 162) are representatives, declaratives, directives, expressives, commissives. In Yule (1996: 53-55) the classifications are clearly explained as follow:

##### a. Representatives

Representatives are those kinds of speech act that state the speaker's belief and thus, the belief may have different degrees of force. For example: "*the earth is flat.*"

The above sentence describes about the speaker belief on the earth's shape. The speaker said to the listener as he/ she believes that the earth is flat. In using a representative, the speaker attempts to make words fit the world.

##### b. Declaratives

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

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

c. Expressives

Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. For example: “*congratulations!*”

The above utterance indicates the speaker’s feeling of happiness and proud to the hearer’s achievement. The speaker wants to show his/ her support to the hearer.

d. Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker’s wish in which the future act is carried out by the hearer. For example: “*close the door, please!*”

The above utterance is intended as a command to the hearer to close the door. The speaker recognizes the hearer to follow his/ her command.

e. Commissive

Commissives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. In performing commissives, an intention is expressed by the speaker

and the proposition in terms of future act will be done by the speaker. For example: "*I will pick you up tomorrow.*"

The above utterance indicates the speaker commit herself/himself to pick the hearer up the next following day. The utterance is done by the speaker as future act that he/ she will do to the hearer.

## **5. Directives Speech Acts**

Directive is used when the speaker wants the hearer to do things for him or her. Searle (in Levinson, 1983: 241) gives the notion of directive as the utterance which is used by a speaker to get the hearer to do something. Similarly, Holmes says that directive is a linguistic utterance which is meant to ask someone to do something (1992: 239).

Furthermore, Mey (1993: 164) defines directive as an effort of the speaker to get the hearer to do something, or to direct the hearer towards some goal. Meanwhile, the definition of directive speech act also state by Leech in syntactic. Leech (1983: 206) state that directive speech acts occurred in construction S, verb, and O to Y. Where S and O as subject and object or is known as the speaker and the hearer. Then verb indicates as speech act- verb such as order or request. Y here as the infinitive clause which performed such as asks, beg, bid, command, demand, forbid, and recommend.

In Addition, Levinson (1983) added directive as the act that attempt the speaker to get the addressee to do something. To sum up, directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc.

Directives can be performed in three ways; they are imperative, declarative, and interrogative. According to Austin in Levinson (1983: 231) directive is included in performative sentence which classify into two, they are implicit and explicit performatives. According to Watiningsih (2011: 33) implicit performative is performative utterance in which there is no performative verb and it can be realized in interrogative, imperative, or declarative. For example: *“How about going to Manado this week?”*

This sentence include in implicit performative because there is no verb inside as naming of act. Meanwhile, according to Levinson (1983: 233) explicit performative specialized ways of being unambiguous or what are the speaker performing act in saying something. For example: *“I order you to shut it!”*

## **6. The Classification of Directives Speech Acts**

According to Yule (1996: 53) directive speech act is classified into some forms, they are command/ order, request, invitation, warning, porhibition, and suggestion. The forms can be

written whether positive or negative. Those forms can be described as follow:

a. Command or Order

Command or order is the action done by the speaker who has the right or duty to give command to the hearer. The speaker has a full control on the act of the hearer.

For example: "*Do the test!*"

b. Request

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events (Searle 1969). By initiating a request, the speaker believes that the hearer is able to perform an action. For example: "*Would you mind to bring my bag because my souldier was sick?*"

c. Suggestion

Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that the utterance will not make the hearer being offended.

d. Invitation

It kind of the expression of a request, a solicitation, or an attempt to get another person to join the speaker at a specific event



such as to attend to a party, visit a beach house, or witness a marriage. An invitation can be delivered as a verbal request, a beautifully engraved card, or even puffs of smoke behind an airplane. For example: “*Would you come to my birthday party tonight, please?*”

#### e. Warning and Prohibition

Warning is telling someone about a possible danger or difficulty. Warning is usually stated by using positive imperative which give positive treatment or effect, for example: “*No Smoking !*”

While Prohibition is giving order to someone not to do something. Prohibition functions to forbid or prevent someone from doing something. Prohibition is usually stated by using negative imperative without giving treat to the hearer.

In addition, Searle (2005) stated that directive speech acts includes some actions, such as *commanding, requesting, inviting, forbidding, and suggesting*. Those forms can be described as follow:

#### a. Commanding

Command is an order, a compelling task given to an inferior or a machine. For example: “Enter the disk!”

### b. Requesting

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events (Searle, 1969). By initiating a request, the speaker believes that the hearer is able to perform an action. Example: “*Would you mind to bring my bag because my souldier was sick?*”

### c. Inviting

The act of inviting can be defined as an attempt to get the addressee to attend or participate in a given event or carry out an action, which is supposed beneficial to him/ her. The speaker is bound to a potential future action, which involves allowing or facilitating the state of affairs in which the addressee will carry out the action expressed in the invitation (if one invites someone to a party, one will then have to allow that person to take part in it). For example: “*Can you come?*”

### d. Forbidding

Forbidding is the propositional negation of ordering. Thus, to forbid, a hearer to do something is just to order him/ her not to do it.

### e. Suggesting

Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that the utterance will not make the hearer being offended.

## **7. Teaching Recount Text in 2013 Curriculum**

Curriculum of 2013 is competency and character based curriculum. Curriculum 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are; productive, creative, innovative, affective, through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

Teaching learning process is a social interaction between teacher and students which takes place in a classroom. In which, the teacher gives instructional material and student take them. Teaching learning process is main activity in formal education. The teacher explains the material, classifies, asks question to test the students' understanding, responds students' question and gives instruction/ task.

Based on Permendikbud No. 68, 2013 about Curriculum of 2013, the structure of K- 13 consist of organizing of core competency, subjects, the load time of learning (the whole load of activities that must be followed by students in one week, one semester, and one year), and basic competencies. The Core Competency (KI) stated in the standard of K- 13 was designed by Permendikbud along with the increasing age of students in a particular class. Through those core competencies, basic competencies of vertical integration in the different classes can be maintained. Permendikbud No. 68, 2013 has mentioned the formulation of core competence has its own classification such as the following:

- 1) Core Competence 1 (KI- 1/ Affective) that covered for core competencies of spiritual attitude.
- 2) Core Competence 2 (KI- 2/ Social Affective) that covered for core competencies of social attitudes.
- 3) Core Competence 3 (KI- 3/ Cognitive) that covered for the core competencies of knowledge.
- 4) Core Competence 4 (KI- 4/ Psychomotor) that covered for the core competencies developing skill.

The teaching learning process of 2013 is using scientific approach include; observing, questioning, collecting data, association, and communicating. Furthermore, there will be explained as below;

1. Observing, the students identification the data using senses, like watching video, reading, hearing the teacher utterances, etc., the result of this activity is students can identifying the problem.
2. Questioning, the students make question for some information. The result from this activity is students can formulate the problem and hypotheses.
3. Experimenting/ Collecting data, the students search the information as material to analyze and inferential. The result from this activity is the students can test the hypotheses.
4. Association, the students process the data into some physical activities and mind using any instruments. The result of this activity is the students can conclude the product of hypotheses.
5. Communicating, the students describe and present the result of their activity; observation, questioning, collecting data, and associating. The result of this activity is the students can formulate and responsible the hypotheses' evidence.

Teaching recount text in 2013 curriculum, the teacher needs to make a plan. Teaching recount text in the classroom means that the teacher will be the instructor whom the students interact. Teacher will be responsible for implementing every class session, giving assignment, and assigning grades. Teaching recount text may also responsible for designing the course of syllabus, choosing texts, and

designing assignments, or these materials maybe determined with recount text.

Literally, recount text tells about something especially that you have experience. When someone wants to retell someone about our past experiences or events, someone should make sure that readers could understand what someone tells. Recount text is kind of text as a strategy to retell the readers about past events or experiences. The purpose of recount text is to inform or entertain the audience about events or experiences do in the past. Recount text can tell about events, experiences, biography, letter, diary, and anything that happen in the past (Depdiknas, 2006).

Based on British Course, recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount is a text which retells event or experiences in the past. The generic structure of recount text is; orientation, events, and re- orientation.

- a. Orientation; it gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- b. Events; a series of events, ordered in a chronological sequence.
- c. Re- orientation; a personal comment about the event or what happened in the end.

Besides generic structures, recount text also uses particular language features called *lexicogrammatical* features. Here are the language features of recount text:

- a. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- b. Using temporal sequence, for example: on Saturday, on Monday.
- c. Focus on specific participant, example: I (the writer).
- d. Using conjunctions, such as: then, before, after, etc.
- e. Using action verb, such as: went, stayed.

In the relation to teaching recount text, teacher should help students express anything in their mind about certain object or event into words and sentences. To achieve the goal, teacher needs to make a plan. Teaching context recount in the classroom means that the teacher will be the instructor whom the students interact. Teacher will be responsible for implementing every class session, giving assignments, and assigning grades.

The teaching context recount may also responsible for designing the course of syllabus, choosing texts, and designing assignments, or these materials maybe determined with recount text.

## B. Review of Previous Research

To conduct this research, some related studies has been taken to compare this research with the other research. Some related research are as follows:

The first research is conducted by Keilly Kristani Muhartoyo entitled *Directive Speech Act in Movie "Sleeping Beauty"*. In this research, the researcher applied a qualitative research design with qualitative descriptive study. Here, the researcher described the types of directive speech act performed in the movie "Sleeping Beauty" by watching the movie, analyzing the body movements and the dialogue of each character, reading the movie script and library research. The researcher found 139 directive speech act in the movie "Sleeping Beauty". The type of ordering directive speech act is identified as the most frequently used in the movie. Meanwhile, 0,7% is categorized as the type of inviting directive speech act.

The second study is conducted by Sri Meiweni Basra and Luthfiyatun Thoyyibah entitled *A Speech Act Analysis of Teacher Talk in An EFL Classroom*. In this research, the researcher used qualitative research with qualitative descriptive study. Here, the researcher described four classifications of speech acts from the data. The total of the utterances found from this research is 673 utterances. Four classifications have different portions, with directive speech acts as the dominant one, taking over 70% of the utterances. The second dominant classification is



representative speech act for 21%. The expressive and commissive speech acts have small portions, namely 6% and 3%, respectively. The directive speech acts are only to get students to talk more and to carry out the principle of communicative language teaching.

The third study is a thesis 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”* that conducted by Khoirunnisa Wulan Junaidi. This research used descriptive qualitative. The objects of this research were the utterances uttered by the lecturer on speaking class of the third semester in English Department of IAIN Surakarta. The research was focused on representative speech acts. The research findings show that there were 14 types of representative speech acts performed by the lecturer on the speaking class of the 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 fourth study is a thesis conducted by Eva Nuriana entitled *“A Descriptive Study of Directive Speech Act in Teaching and Learning English for Second Grade of MAN 2 Surakarta Academic Year 2016/2017”*

*(Pragmatic Approach)*. This research employs descriptive qualitative research. The subject of this research were the English teacher and second grade students of MAN 2 Surakarta in *Lintas Minat Program* in academic year 2016/2017. The data of this research were all utterances spoken by English teacher containing directive speech acts. The data then classified into types based on Yule's theory. There are five forms directive speech acts in Yule's theory, they are command or order, request, suggestion, invitation, and warning. The context of situation was analyzed with the speaking model of Hymes's. Then, the perlocutionary act of the second grade of MAN 2 Surakarta based on Austin's. This research applied triangulation technique to support the data credibility. The findings of research show: 1) there are five types of directive speech act, they are command (order), request, invitation, suggestion, and warning. 2) the analysis of SPEAKING model by Hymes's gives a clear understanding of the context situation in each utterance of directive speech act. 3) according to the perlocutionary act theory, obtained three kinds of responses taken by the students, they are saying something in accordance to the utterance (10 data); doing something in actions (15 data); and feeling something as the effect of the utterance (4 data).

The researcher's research has different data compared to the related studies. The researcher focuses on to attempt to analyze whether the type of directives speech act spoken by the English teacher of Eighth Grade students in SMPN 1 Guntur Demak and the frequency of the

directives speech acts that uttered by the teacher. The object of this research is the English teacher and the students in Eighth Grade students in SMPN 1 Guntur Demak.

**Table 2.1**  
**The Similarity and the Differences between Previous Study and the  
Researcher Research**

<b>No.</b>	<b>Previous Study</b>	<b>Similarity</b>	<b>Differences</b>
1.	Directive Speech Act in Movie " <i>Sleeping Beauty</i> " by Keilly Kristani Muhartoyo	<ul style="list-style-type: none"> <li>- Using Qualitative research.</li> <li>- Analyzing directive speech acts</li> </ul>	The subject of the study in previous study is analyzing the body movement and the dialogue of each character in " <i>sleeping beauty</i> " movie. While, in the researcher study, there will focused in the teacher utterance in teaching learning recount at SMPN 1 Guntur Demak
2.	A Speech Act	<ul style="list-style-type: none"> <li>- Using</li> </ul>	Describing the four

	<p>Analysis of Teacher Talk in An EFL Classroom by Sri Meiweni Basra and Luthfiyatun Thooyibah</p>	<p>descriptive qualitative research</p> <p>- Focus in teacher utterance</p>	<p>classifications of speech acts and the dominant speech acts that used.</p> <p>The previous study also used the directive speech acts only to get students talk more and carry out the principle of communicative language teaching.</p> <p>While, the researcher focused on directive speech acts and the frequency of teacher utterance used directive speech acts.</p>
3.	<p>An Analysis of Representative Speech Acts in Teaching and Learning Process on The Speaking Class of The Third Semester in</p>	<p>- Using descriptive qualitative research</p> <p>- Focus in teacher/</p>	<p>- The previous study focused in representative speech acts, while the researcher focused on</p>

	English Department of IAIN Surakarta by Khoirunnisa Wulan Junaidi	lecturer utterances	directive speech acts.  - The previous study carried out at IAIN Surakarta in third semester of speaking class. While the researcher carried out in eight grade students at SMPN 1 Guntur Demak.
4.	A Descriptive Study of Directive Speech Act in Teaching and Learning English for Second Grade of MAN 2 Surakarta Academic Year 2016/2017 (Pragmatic Approach) by Eva Nuriana	- The study using descriptive qualitative research  - Focus on directive speech acts in teaching learning process	- The subject of the previous study is carried out in MAN 2 Surakarta, while the researcher carried out in SMPN 1 Guntur Demak.  - The previous study focus on the context

		- Focus on teacher utterances	situation in teaching learning process. While, the researcher focus on the frequencies of teacher speech acts.
--	--	-------------------------------------	---

## CHAPTER III

### RESEACH METODOLOGY

#### A. Research Type and Design

This research employs descriptive qualitative research. Descriptive method is a method which is employed to collect and analyze data, and draw conclusion of analyzed data. as stated by Creswell (1994: 171) “Descriptive method is collecting the qualitative data, analyzing them, and writing result.”

In addition, Moleong (1990: 3) states that qualitative descriptive research is the research result the descriptive data in written form, which has been observed by people. This research also belongs to the qualitative research. As stated by Creswell (1998: 15) “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting.

Based on the previous statements, the researcher would present the result of the data analysis in written form without using any statistical analysis or numerical display. The researcher will describe the result of the data analysis in detail according to the phenomena happened in the location of the research.

In this research, the researcher will limit the description on the directive speech act spoken by the English teacher for the second grade students of SMPN 1 Guntur Demak. Then the directive speech act will be classified into its principles. The researcher will analyze the frequencies of directive speech act utterances by including the percentage calculation to complete the findings so that the readers can easily and immediately obtain the precise proportion of each finding compared to the others. The percentage calculation is performed as follows:

$$\text{Speech acts percentage} = \frac{\text{the number of X speech acts}}{\text{The total number of speech acts}} \times 100\%$$

The total number of speech acts

X: Certain types of speech acts

## **B. Research Setting and Time**

The researcher conducts this research in SMPN 1 Guntur Demak. SMPN 1 Guntur Demak is located in Bogosari village, Guntur, Demak, Central Java 59565, email: [smpn1guntur@gmail.com](mailto:smpn1guntur@gmail.com) and the official website [www.demakkab.go.id](http://www.demakkab.go.id). The researcher chooses SMPN 1 Guntur Demak since the teachers as the subject are teaching at that school. The researcher takes the English class of the eight grade students at SMPN 1 Guntur. The researcher analyzed two English teachers to conduct the research. The English teachers that analyzed in this study are Hery Aprilia Susanto, S. Pd. and Diah Riniyanti, S. Pd.



Based on the title, the object of this research is the eighth grade English teachers; including the teaching and learning activity and teachers speech act used during teaching activity. The table can be seen below:

**Table 3.1. Research Schedule of Observation in Eighth Grade Students of SMPN 1 Guntur Demak**

No.	Activities	April	May	June	July	Aug	Sept	Oct
1.	Observation							
2.	Proposal							
3.	Reviewing literatures							
4.	Developing instruments							
5.	Collecting and analyzing data							
6.	Writing the report							
7.	Submitting the documents							

### **C. Subject or Informant of the Research**

The main subject of this study would be the English teachers of eight grade students of SMPN 1 Guntur Demak; Hery Aprilia Susanto, S. Pd. and

Diah Riniyanti, S. Pd.. The researcher chooses the teacher as the subject because the researcher would be able to identify the directive speech acts on the teacher's utterance.

#### **D. Source Data**

Arikunto (1989:102) stated that research data sources are the subject for collecting data. The sources of the data in this research were taken from the observation of the students and teacher in teaching and learning process. Furthermore, this research focuses on the directive speech acts that are uttered by the English teachers of eight grade student in SMPN 1 Guntur Demak. The teachers are Hery Aprilia Susanto, S.Pd. and Diah Riniyanti, S.Pd.

#### **E. Object of Research**

The object of this research were directive speech acts uttered by the teachers in teaching and learning recount text based on 2013 curriculum on eight grade in SMPN 1 Guntur Demak on the academic year 2018/ 2019.

#### **F. Data Collecting Technique**

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

##### **1. Observation**

Sutrisno Hadi (1989: 136) stated that the meaning of observation is to observe and record the phenomenon systematically it is decide as the method of data collection to gain all of the information

of speech acts that used by the students and teacher in teaching and learning process. Jehoda (Hadi, 1989: 136) stated that observation can be used as the method of the research if the validity, reliability, and accurateness of the data can be checked and controlled as the data in the other research. It is also necessary not only to satisfy the curiosity but also to note and relate the data of observation with more general proposition systematically.

This method was considered as the effective way to collect the data about speech acts that used by the eighth grade students and teacher in SMPN 1 Guntur Demak. In this research the researcher also use taking notes method in order to obtain as asserted by Sudaryanto (1993). By observing the speech acts of the teacher and students the researcher will find the variant of speech acts that used by them in class during teaching and learning process. The implementation of observation methods and notes taking technique are useful to formulate the analysis of speech acts (Sudaryanto, 1993: 133).

## 2. Recording

The researcher collects the information of speech acts that used by the teacher and students in the form of handwritten notes including the situation and condition of teaching and learning process in the class. The researcher also records the process of teaching and learning in the class using a recorder in order to complete the transcript records of the notes. In this research the researcher used audio recorder.

Moleong (2008: 180) stated that recording has several strengths and weaknesses. The strengths are that recording can be heard many times, so that the hesitancy of the data can be checked immediately. It 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 weaknesses of this method are; it is spends more time costs and setting of the observation's situation will be annoyed.

### 3. Transcription

According to Pope (in Bailey) in an article entitled *First Steps in Qualitative Data Analysis: Transcribing* stated that transcribing involves close observation of data through repeated careful listening (and/or watching), and this is an important first step in data analysis. This familiarity with data and attention to what is actually there rather than what is expected can facilitate realizations or ideas which emerge during analysis.

The researcher analyzes the recording data by transcribing the data first. Transcription helps the researcher to be more easy in analyze the record into data.

## **G. Data Analyzing Technique**

Miles and Huberman (1994: 12) explain the method of data analysis called *interactive model* which is includes four streams of analysis activities in cyclical and interactive process. In this research the researcher used several techniques to analyze the data. There were 4 techniques used

by the researcher to analyze the data in this research. They are data collection, data reduction, data display, drawing conclusion and verification.

#### 1. Data Collection

As mentioned above, the activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually in order to grasp all of the information needed in the next steps data analysis. In the other words, it is the stage where the researcher tries to find out the ‘unripe’ data that would reduce, displayed, and concluded. In this research, the researcher collected the data of the teacher and students’ utterances during teaching and learning process in the class. In this process, the researcher collected the data by observing the process in the eighth grade class of SMPN 1 Guntur Demak. The researcher also take a record to collect the data by recorded the utterances of the teacher during teaching process.

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

<b>T-1/ n/ D1</b>	<b>T-2/ n/ D3</b>
-------------------	-------------------

Note:

T-1/ T-2 : Number of Teacher

n : Page of Teacher Utterances

D1/D3 : Number of Datum in Data Sheet

## 2. Data Reduction

According to Miles and Huberman (1994: 12), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written- up field notes or transcriptions”. They further point out that the data reduction or data condensation process is varied in several ways, such as selection, summary or paraphrase or being subsume in larger pattern. After collecting the data of the teacher’s utterances, the researcher continued the research by selecting and simplifying the data that there is no unimportant locution included 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 the lecturer will be described below:

T: Hallo

T: Saya lagi ngajar bu, ada apa?

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

### 3. Data Display

The next step of data analysis is data display. After collect and reduce the data, the researcher displays the amassed data in organized and compressed information that will leads to conclusion. The form of qualitative data display include types of data display is to perform accessible, compact, and organized information of the data. The researcher classified and displayed the data about directive speech acts used by the teacher in teaching and learning recount text on eighth grade class of SMPN 1 Guntur Demak in informative tables based on the types of directive acts for each utterance. The data display of directive speech acts here is using Searle' models.

### 4. Drawing Conclusion and Verification

After the data displayed in the table, then the researcher would able to interpret it and reaches conclusion and verifications. Derived from the data display in the tables, the next step conducted by the

researcher is describing and interpreting the data about directive speech acts by the teacher in teaching and learning process on the eighth grade class of SMPN 1 Guntur Demak. So, the conclusions and verifications of the speech acts used by the teacher can be drawn. The researcher tries to describe the data by explain and interpret it in specific description about the utterance of the teacher used in teaching and learning process.

#### **H. Trustworthiness of Data**

Data is the important thing in research. To make the data valid before it analyzed, the validity of data or trustworthiness of data is needed. According to Creswell (2009: 352) “the data validity in qualitative method is that the researcher tests the accuracy of the data”. The accuracy means the data must be valid in order that analysis can show the significant result. Validating the result of the research is important in any type of research for influencing the findings and the analysis. If the data are not valid, thus, the analysis is not reliable. According to Lodico, Dean and Katherine (2010: 169) the criteria to evaluate qualitative study include credibility, dependability, conformability and transferability. This research, however, only used credibility, dependability, and conformability as tools to check the trustworthiness of the data. In order to reach the trustworthiness of the data in qualitative research, Moleong (2004: 324) suggests four criteria:



credibility, dependability, transferability, and confirm-ability. In this study, the researcher focused only on credibility and dependability.

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

Once credibility was achieved, the consistency should be fulfilled. To achieve dependability, the detailed explanations of how the data were collected and analyzed were provided. Finally, to avoid such subjectivity, conformability was applied in this study. To check on the conformability, triangulation technique was used in this research. There were 4 kinds of triangulation, they were source triangulation, investigator triangulation, method triangulation and theory triangulation (Paton: 2007). The kind of triangulation which is used in this research was methodological triangulation. In confirming the finding of the study, the researcher uses method that called observation. This method consist of two techniques there are recording and transcribing. The researcher conducts a valid data about types of directive speech acts used by teachers from those techniques. By using the instrument (recording), the

risk of obtaining limited data will be minimized and the validity will be increased.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter contains the data analysis focused on directive speech acts uttered by lecturer in the eighth grade students of SMPN 1 Guntur Demak and the speech acts is applied in teaching learning recount text. 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; commanding or ordering, requesting, inviting, warning or forbidding, and suggesting. The researcher used Searle's theory to analyze the types of directive acts.

#### A. Research Finding

These data findings are related to the types of directive speech acts used by teachers in teaching learning recount text of the eight grade in the class of VIII D and F at SMPN 1 Guntur Demak. Searle (2005) classified directive speech acts into several categories, they are; commanding or ordering, inviting, requesting, warning or forbidding, and suggestion. However, the findings show that there were only five types of directive speech acts performed by teachers, namely commanding, inviting, requesting, warning, and suggesting. The researcher uses coding also to easy the data explanation. The coding in this research are;

T1: first teacher	Req: request
T2: second teacher	Warn: warning

n: number of sheet            Sug: suggestion

D1: number of data

Com: command

Inv: inviting

### **1. Types of Directive Speech Acts Used by The First Teacher on English Learning Recount Text Based on Curriculum 2013**

The observation on the first teacher was conducted on May 06, 2019 at the class of VIII D. Based on the whole observation, the researcher found 40 utterances considered as directive speech acts during teaching learning recount text. Based on the finding of the research, the types of directive speech acts found are commanding as 16 data, inviting as 6 data, requesting as 11 data, warning as 2 data, and suggesting as 6 data.

The application of directive speech acts used by the first teacher (Diah Riniyanti, S. Pd) in teaching learning recount text are explained as below:

#### 1) Observing

In the observing activity, teacher advised the students to observe the words which related to the commonly used in the teaching learning recount text. In this research, the researcher just found 1 data of commanding. The data were in the coding T1/ 2/D7.

The utterance of commanding can be illustrated as below:

T: *Oke. Listen to me! I want to call your name to resitate it  
....oke, Adelia.*

S: Maju... Maju... (T1/2/D7)

In the dialogue above, the teacher asks the students to listen to the teacher because the teacher needs the students to pay attention to the teacher.

## 2) Questioning

In the questioning, the researcher found 5 utterances used by teacher in teaching learning recount text. The data comes from requesting. The data were in coding T1/ 1/ D3; T1/2/D12; T1/2/ D16; T1/3/ D33; T1/ 3/ D34. The utterances of this activity can be illustrated as below:

T: *Are you ready to resitate it to the class? Apakah sudah siap untuk maju?*

SS: Belum... belum... (T1/1/D3)

In the dialogue above, the teacher utterance is included into requesting. The teacher asks the students about their readiness to resitate the tasks.

The next utterance of requesting in the following conversation in the transcript 2 data 16;

S: Writing; menulis, story; cerita, short; pendek, audience; audisi

T: *Audisi? Please, spidol. Do you have spidol?....is it right audience is audisi? Do you know the meaning of audisi? ( T1/2/ D16)*

In the dialogue, the teacher asks a spidol from the students. The teacher requested if the students have a spidol, she want to borrow it. It makes sure by the sentence “do you have spidol?”

### 3) Experimenting

In the experimenting activity, the researcher found 10 data. The data are from 5 data of commanding, 1 data of inviting, and 4 data of requesting. The data can be explained as below:

#### a) Commanding

In this activity, the researcher found 5 data of commanding. The utterances were in coding T1/2/D10; T1/2/D18; T1/2/D20; T1/2/d21; T1/3/D27. This utterance of this activity can be illustrated as below:

*T: Is it right audience is audisi? Do you know the meaning of audience? Now, **find this words in your dictionary, please?** Find it, find out the...a... the meaning of audience in your dictionary. (T1/2/D18)*

In this activity, the teacher commands the student to find the meaning of audience in the dictionary. The students would try to find the words on the dictionary. It makes sense by the words “Find this word.”

## b) Inviting

In this experimenting activity, the researcher found a data of inviting types of directive speech acts uttered by the teacher. The data was in coding T1/2/D8. The data can be illustrated as below:

**T: *Adelia, please resitate your difficult words in front of the class!* (T1/2/D8)**

Based on the text above, the teacher invited the student to come in front of the class to read the difficult words in the class. It can be seen by the words “please resitate your difficult words in front of the class.”

## c) Requesting

In this activity, the researcher found types of requesting from the directive speech acts. The data code is T1/1/D2; T1/2/D11; T1/2/D14; T1/4/D38. The utterances can be illustrated as below:

**T: *Nanti semuanya harus maju. Semampumu. Sebisamu. Tapi nilainya sendiri- sendiri. Semakin banyak yang dihafal, nilainya semakin bagus.***

**S: Nggih (T1/2/D14)**

Based on the dialogue above, the researcher found the requesting utterance. This utterance can be found from the teacher words “nanti semuanya harus maju. Semampumu. Sebisamu.” The words above means that the teacher asked the student to try to resitate the difficult words in front of the class as they can.

#### 4) Associating

In associating activity, the researcher found 3 utterances of directive speech acts in suggesting types. The data coding was T1/2/D9; T1/3/29; T1/3/ D32. The data can be illustrated as below:

T: *Setelah ini anak laki- laki.*

S: Nggak bisa, bu.

T: ***Loh kan bisa buka google.** Lha kamu mau pasif begini sampai kapan? Mosok gurune disuruh menasehati terus. Kamu dirumah kan harus belajar. Masa Cuma mau begadang, mau sms-an?* (T1/3/D29)

S: Nggih

Based on the conversation above, the researcher found that the teacher asked the students to associate the meaning of the difficult words by open google. It can be found by the text “Kan bisa buka google”.

#### 5) Communicating

In this activity, the researcher found 21 data of directive speech acts. The data came from 9 data of commanding, 5 data of inviting, 2 data of requesting, 2 data of warning, and 3 data of suggesting. The data can be explained as below:

##### a) Commanding

In commanding utterances, the researcher found 9 utterances. It can be coding as T1/1/D1; T1/2/D15; T1/2/D17;



T1/2/D19; T1/3/D24; T1/3/D35/T1/D37; T1/4/D39; T1/4/D40.

The utterance can be illustrated as below:

T: *Almost yesterday, I give you homework, ya...* (T1/!/D1)

Based on the utterance above, the teacher told the students if they had homework. That means, the teacher communicated with the students about the homework the day before. It can be opened into communicating activity.

b) Inviting

The data of inviting utterances is 5 data of directive speech acts in communicating activity. The data coding was T1/2/D13; T1/3/D25; T1/3/D26; T1/3/D30; T1/3/D36. The example of the data can be explained as below:

T: *Arlita... Please, Arlita?* (T1/2/D13)

Based on the utterance above, the teacher invited the student to come in front of the class. By the data above, the researcher found inviting types of directive speech acts.

c) Requesting

In this activity, the researcher found 2 data of requesting utterances of directive speech acts. The data coding was T1/3/D28 and T1/3/D31. The example of this data can be illustrated as below:

T: *Oke, Yulita, I think enough. Setelah ini anak laki- laki.*

(T1/3/D28)

Based on the text above, the researcher found that the teacher requested the students' boy must come in front of the class to resitate the difficult words. It could be seen by the text “setelah ini anak laki- laki”

d) Warning

In this activity, the researcher found 2 data of warning. The coding of the data was T1/1/D4 and T1/3/D22. The data sample can be explained as below:

T: *Jadi kemarin bu diah ngasih tugas yaitu menerjemahkan bacaan. Judulnya...? Hah? My holiday ya, jangan diganti yang lain. Mana? sudah kamu selesaikan dirumah? Terus hafalannya bagaimana? (T1/1/D4)*

Based on the data above, the researcher found type of directive speech acts. Warning utterance from that dialogue is “jangan diganti”. That means the teacher warned the students for not changed the topic of the lesson.

e) Suggesting

In this activity, the researcher found 3 data of suggesting utterances. The data coding was T1/1/D5; T1/1/D6; and T1/3/D23. The sample of the suggesting utterances can be illustrated as below:

T: *Lah iya makanya sudah hafal belum?*

S: *Belum...*

T: *loh, la wong PR kok. Nanti gak dapat nilai.* (T1/1/D5)

Based on the conversation above, the teacher suggested the students if they could not have score if they did not remember the homework in front of the class.

**Table 4.1. Types of Directive Speech Acts Used by First Teacher**

No.	Content	Com	Inv	Req	Warn	Sug
1.	Observing	✓				
2.	Questioning			✓		
3.	Experimenting	✓	✓	✓		
4.	Associating					✓
5.	Communicating	✓	✓	✓	✓	✓

Notes:

Com : Commanding

Warn : Warning

Inv : Inviting

Sug : Suggesting

Req : Requesting

From the table analysis above, the first teacher used some types of directive speech acts mostly at the activity of communicating. In communicating, the teacher performed 5 types of directive speech acts; there are commanding, inviting, requesting, warning, and suggesting. In the other hand, the teacher performed the least of directive speech acts in the observing activity. The teacher performed commanding.

The researcher used table to make easier to know the frequency of directive speech acts performed by the first teacher. The researcher would like to present the frequency of directive speech acts in the meeting of teaching learning recount text. By using the table, the researcher could found the dominant types of directive speech acts performed by the teacher in the process of delivering the material about recount text. The table is presented as follow:

**Table 4.2. Types of Directive Speech Acts Used by First Teacher in Teaching Learning Recount Text**

No.	Activity	Com	Inv	Req	Warn	Sug	Total
1.	Observing	1	-	-	-	-	1
2.	Questioning	-	-	5	-	-	5
3.	Experimenting	5	1	4	-	-	10
4.	Associating	-	-	-	-	3	3
5.	Communicating	9	5	2	2	3	21
<b>Total of Directive Speech Acts</b>		<b>15</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>6</b>	<b>40</b>

Based on the table above, the researcher can classify the frequency of directive speech acts performed by teacher. The teacher delivered material about recount text with the topic joining a contest of

retelling short story appropriate with the lesson plan. The total of directive speech acts performed by the first teacher in teaching learning recount text based on the lesson plan were 40 utterances. From the table above, it can be seen that the first teacher used mostly commanding ( 15 utterances) in teaching and learning recount text at SMPN 1 Guntur Demak. In addition, other kinds of directive speech acts that were used by the teacher are inviting (6 utterances), requesting (11 utterances), warning (2 utterances), and suggesting (6 utterances). From the data above, commanding was mostly used by the first teacher and warning utterance is the least types used by the first teacher in teaching learning recount text.

Based on the explanation about the types of directive speech acts used by the first teacher above, the researcher gives a table of types of directive speech acts used by the first English teachers during teaching learning recount text in order to give clear data finding related to types of directive speech acts based on Searle theory. The data of directive speech acts used by the First eighth grade English teachers can be seen in the following table:

**Table 4.3. Frequency of Directive Speech Acts Used by The First Teacher**

No.	Types of Directive Speech Acts	Frequency	Percentage (%)
1.	Commanding	15	37.5
2.	Inviting	6	15

3.	Requesting	11	27.5
4.	Warning	2	5
5.	Suggesting	6	15
<b>Total</b>		<b>40</b>	<b>100</b>

Based on the table above, there are 40 utterances according of directive speech acts. The first English teacher of SMPN 1 Guntur Demak used all of the types of directive speech acts; commanding, inviting, requesting, warning, and suggesting.

## **2. Types of Directive Speech Acts Used by The Second Teacher on English Learning Recount Text Based on Curriculum 2013**

The observation on the second teacher was conducted on May 10, 2019 at the class of VIII F. Based on the whole observation, the researcher found 24 utterances of directive speech acts in teaching learning recount text. Based on the research, the types of directive speech acts found are commanding as many 12 data, inviting as 2 data, requesting as 6 data, warning as 1 data, and suggesting as 3 data.

The application of directive speech acts used by the second teacher (Hary Aprilia Sutanto, S. Pd) in the teaching learning recount text are explained as below:

## 1) Observing

In the observing activity, the students are directed by teacher to observe the material to be taught. Give the students a little bit about what material to be delivered at the meeting this time. At the time of the occurrence process of observing the conversation as for teacher and students. The utterances of directive speech acts produced by the teacher will be explained in the following analysis:

### a) Commanding

The researcher found 4 data of commanding utterances in observing activity. The data in the coding T2/5/D6; T2/6/D12; T2/6/D17; T2/6/D22. The conversation of the data is exemplified as follow:

T: *Sing ra duwe kamus bangeten. **Perhatikan** bagian atas sendiri, apa yang pertama sebelah sini! Tulisan ini. Yang kedua apa?*

S: Past. ( T2/6/ D17)

In the example above, the teacher asked the student to observe the text at the book. The teacher was saying “perhatikan..” that means the he want the students to see what type of words. Then the students said the type is past.

### b) Suggesting

The researcher found a data of suggesting utterance on observing activity. The coding of the data is T2/6/ D9. The example of the conversation as below;

T: *Terus **bawahnya perhatikan lagi!** Kalau “are” itu bentuk jamaknya kalau plural jadinya “were”.*  
(T2/6/D9)

The teacher asks the students to observe again the plural types of “to be”. He suggested that “are” in past tense can be “were. In the teacher’s utterance contain suggesting because the teacher asked the student again and explained if the words “are” can be changed into “were” when the sentence is past tense.

## 2) Questioning

In questioning activity in teaching learning process in the classroom, the teacher submit question to the students with his guidance. The question was given by teacher to check the students’ understanding. In this activity there just requesting utterances found in questioning activity. The data is T2/2/D19, the example is as below:

T: *Sebelum kita melihat kesini, **saya mau tanya dulu.** Subjek **we ra reti kok. Subjek ki opo?***

S: You, we, he, she, it..

T: *kurang siji*



S: I... I- am (T2/2/D19)

In this activity, the teacher asked the students to identify what is subject. It happened to check the students' understanding about types of subjects. In this case, the teacher said "saya mau tanya dulu... subjek ki opo?" and when the students answered the question, the teacher confirmed them.

### 3) Experimenting

In experimenting activity, the students try to do something according from the teacher commanding. The utterances of directive speech acts found by the researcher during experimenting activity is presented below:

#### a) Commanding

The researcher found 5 utterances of commanding produced by the teacher. The utterances in the coding of T2/5/ D1; T2/5/ D4; T2/6/D10; T2/6/ D16, and T2/7/D23.

The example of commanding utterances in experimenting activity are as below:

T: *Ayo coba buat kalimat simple past tense. Hayo no...*

S: Ora iso, Pak.

T: *Ora iso? Hayo no. Satu kata kaerja seperti itu.*

S: pake bahasa inggris, Pak? (T2/5/D1)

From the data above, the researcher found that the teacher's utterance contain the commanding utterance. In the

moment, the teacher needs the students to try to make a sentence in simple past tense. It can be seen by the sentence that saying by teacher “Ayo coba buat kalimat simple past tense.”

#### b) Requesting

The researcher found 2 utterances of requesting in this activity. The data of the utterance is in the coding T2/6/D13; T2/6/D21. The data of requesting is presented as below;

T: *Sekarang tugas kalian adalah mengidentifikasi dulu kata itu. Dari dari bentuk past atau present, nak misale present dibikin past, nak bentuke past digawe present. Ditolak-balik. (T2/6/D13)*

The dialogue above showed that the teacher needs the students to identify the sentence from past tense or present tense form. It can be identify from the sentence “sekarang tugas kalian adalah mengidentifikasi dulu kata itu.”

#### c) Suggesting

In this activity, the researcher found 1 data of directive speech acts. The data of the utterance is in the coding T2/5/D8. The data of suggesting is presented below:

T: *Dilihat dulu nak bentuke present, kalo bentuknya present, bentuknya pake is. Kalo past apa?*

S: Was.

The conversation above showed that the teacher asked the students to see the form of present tense. By using sentence “kalo bentuknya present, bentuknya pake is.” means that the students must used is if they make a simple present tense types.

#### 4) Associating

In associating activity, there are 1 data of commanding, requesting 1 data, and suggesting 1 data. The utterances will be presented as below:

##### a) Commanding

In this activity, the researcher found a data of commanding utterance. The coding is T2/5/D2. The example of this activity is:

T: *Yuk... ki opo?Sing tak garis i iki **goleki** kata kerjane!*

*Gage!*

S: Come

T: Came

S: Came (T2/5/D2)

In this activity, the teacher asked the student to find out the underlined word in the text. According to the sentence “sing tak garis goleki...” that means the students must associate the task.

## b) Requesting

The researcher found a data of requesting that code as T2/5/D3. The example is:

T: *Goleki dulu, came berarti kata kerja keberapa itu?*

S: Dua

T: Berarti kata kerja kedua. Berarti ora come. (T2/5/D3)

The teacher asked the student to find out the form of verb. It can be seen by the words “came berarti kata kerja keberapa?” that means, the teacher want the students to associate what kind of verb from the words “came”.

## c) Suggesting

In this activity, suggesting has a data. The coding of the data is T2/6/D18. The example of the activity is:

T: *Lha iki cah, nak kita membahas yang namanya simple past, kita akan menggunakan kata kerja bentuk kedua. Kata kerja yang sudah terjadi.* (T2/6/D18)

In this activity, the researcher found that the teacher tells the students if they making simple past tense, they must used verb that was meaning the past. According to the sentence “membahas yang namanya simple past, kita akan menggunakan kata kerja bentuk kedua”

## 5) Communicating

In this activity of communicating, the researcher found 3 data of commanding, 2 data of inviting, 1 data of requesting, and 1 data of warning. The explanation of the utterances would be explained as below:

a) Commanding

In this activity, commanding utterances has 3 data. The data coding is T2/5/D7; T2/6/D15; and T2/7/D24

The example of the data is:

T: *Sekarang, open page one hundred forty eight! Seratus empat puluh delapan. Yang ada ditabel itu, ya. Disitu tu, present, past, ing setelah verb satu.* (T2/5/D7)

The researcher found type of commanding in this activity. The utterance can be seen from the teacher said “open page one hundred forty eight!” based on the dialogue, the teacher commands the students to open the book.

b) Inviting

In this activity, the researcher found 2 data of inviting utterances of directive speech acts. The data code is T2/6/D14 and T2/6/D20. The data can be explanation by the example below:

T: *Ayo Bimbi, maju!* (T2/6/D20)

Based on the teacher utterance above, the researcher found that the teacher asked the student named Bimbi to come in front of

the class. It means the teacher communicate with the student by inviting utterance.

c) Requesting

In this communicating activity, the researcher found a data of requesting. The data was coding as T2/6/ D11. The data example can be explained as below:

T: *Oke. **Berikutnya seratus lima puluh tiga.** One hundred fifty three. Pada bacaan daily hari ketiga. Diwoco sik, deloki sik... (T2/6/D11)*

In this activity, the researcher found that the teacher request to the students to open the book page one hundred fifty three. It means the students must open the book.

d) Warning

In this activity, the researcher found a data of warning. The coding of the data is T2/5/D5. The example of the data is explained as below:

T: *Berarti kata kerja kedua. Berarti ora come. Goleki, cari dulu! **Rasah omong!** Berarti, oh, baru kalian bicara. Oke, tak ulangi ya... pertama ini apa tadi?*

S: Come

T: *Come, oke. He'eh to ya. Irregular buat ini tadi. Kemudian buy. (T2/5/D5)*

Based on the conversation above, the researcher found the warning utterance. The teacher asked the students to keep silent. It can be seen by the words “ra sah omong!”. The words mean that the teacher wanted the student to focus on the task.

Based on the analysis above, the researcher makes a table expression of types directive speech acts performed by the teacher in the process of English teaching learning in the classroom. The table contains some types of directive speech acts in each context of teaching learning recount text. The table is presented as below:

**Table 4.4. Types of Directive Speech acts Used by Second Teacher**

No.	Context	Com	Inv	Req	Warn	Sug
1.	Observing	✓				✓
2.	Questioning			✓		
3.	Experimenting	✓		✓		✓
4.	Associating	✓		✓		✓
5.	Communicating	✓	✓	✓	✓	

Notes :

Com : Commanding

Inv : Inviting

Req : Requesting

Warn : Warning

Sug : Suggesting

From the table analysis above, the second teacher used some types of directive speech acts mostly at the activities of experimenting, associating, and communicating. All of that types; the teacher performed 3 types of directive speech acts. Contrary, the teacher performed the least of directive speech acts in questioning activity. The teacher only performed requesting utterance.

Furthermore, the researcher used table to make easier to know the frequency of directive speech acts performed by the second teacher. By using the table, the researcher could found the dominant types of directive speech acts performed by the teacher in the process of delivering the material about recount text. The table is presented as follow:

**Table 4.5. Types of Directive Speech Acts Used by Second Teacher in Teaching Learning Recount Text**

No.	Activity	Types of Directive Speech Acts	Frequency
1.	Observing	Commanding	4
		Suggesting	1
2.	Questioning	Requesting	1
3.	Experimenting	Commanding	5
		Requesting	2



		Suggesting	1
4.	Associating	Commanding	1
		Requesting	1
		Suggesting	1
5.	Communicating	Commanding	3
		Inviting	2
		Requesting	1
		Warning	1
<b>Total Directive Speech Acts</b>			<b>24</b>

Based on the explanation about the types of directive speech acts used by the second teacher above, the researcher gives a table of types of directive speech acts used by the second English teachers during teaching learning recount text in order to give clear data finding related to types of directive speech acts based on Searle theory. The data of directive speech acts used by the second eighth grade English teachers can be seen in the following table:

**Table 4.6. Frequency of Directive Speech Acts Used by The Second Teacher**

No.	Types of Directive Speech Acts	Frequency	Percentage (%)
-----	--------------------------------	-----------	----------------

1.	Commanding	13	54.1666667
2.	Inviting	2	8.33333333
3.	Requesting	5	20.8333333
4.	Warning	1	4.16666667
5.	Suggesting	3	12.5
<b>Total</b>		<b>24</b>	<b>100</b>

From the table above, the second teacher used 24 utterances according of directive speech acts. The second English teacher of SMPN 1 Guntur Demak used all of the types of directive speech acts; commanding, inviting, requesting, warning, and suggesting.

Based on the explanation about the types of directive speech acts used by the first and the second teacher above, the researcher gives a table of types of directive speech acts used by the second English teachers during teaching learning recount text in order to give clear data finding related to types of directive speech acts based on Searle theory. The data of directive speech acts used by the second eighth grade English teacher can be seen in the following table:

**Table 4.7. Frequency of Directive Speech Acts Used by The English Teacher of Eight Grade in Teaching Learning Recount Text at SMPN 1 Guntur Demak**

No	Types of Directive Speech Acts	Frequency		Total	Percentage (%)
		1 <sup>st</sup> Teacher	2 <sup>nd</sup> Teacher		
1.	Commanding	15	13	28	43.75
2.	Inviting	6	2	8	12.5
3.	Requesting	11	5	16	25
4.	Warning	2	1	3	4.6875
5.	Suggesting	6	3	9	14.0625
<b>Total</b>		<b>40</b>	<b>24</b>	<b>64</b>	<b>100</b>

From the table above, it can be seen that teacher 1 and teacher 2 used 64 utterances according of directive speech acts. The first English teacher of SMPN 1 Guntur Demak used all of the types of directive speech acts; commanding, inviting, requesting, warning, and suggesting. The second teacher of SMPN 1 Guntur Demak also used all of directive speech acts types.

From 64 utterances, commanding utterances was used 28 times which represent 43.75%, inviting was used 8 times which represent 12.5%, requesting was used 16 times which represent 25%, warning was 3 times which presenting 4.6875%, and suggesting was used 9 times which represent 14.0625%.

So, the English teacher of eighth grade at SMPN 1 Guntur Demak in teaching learning recount text based on the lesson plan in the material used five types of directive speech acts. They are; commanding, inviting, requesting, warning, and suggesting. Based on the table and explanation above, the researcher can conclude that the English teacher of eighth grade at SMPN 1 Guntur Demak used commanding utterances dominantly and least of warning utterances in teaching learning recount text.

## **B. Discussion**

In this part, the researcher would like to discuss about result of the study related to the realization of speech acts that was used by teachers in SMPN 1 Guntur Demak with theory directive speech acts. There are two problem statements proposed in this study and the discussion only focused on them. As mentioned in the previous chapter, the aims of the study are to know the types and the frequencies of directive speech acts that used by English teacher in teaching learning recount text process at SMPN 1 Guntur Demak.

In this research, the researcher uses five classifications of types of directive speech acts used by English teachers of the eighth grade in teaching learning recount text process. There are commanding or ordering, inviting, suggesting, requesting, and warning or forbidding.

From the research finding, the researcher found several types of directive speech acts used by teachers in uttered their utterance to students in teaching learning process. The finding is discussed as the classification

and the frequencies of directive speech acts that performed by the eighth grade English teacher during the English teaching learning recount text.

Based on the observation on May, 6<sup>th</sup> until 8<sup>th</sup> about types of directive speech acts used by English teacher on teaching learning recount text of eight class of SMPN 1 Guntur Demak, the researcher found five types of directive speech acts performed by the teachers according to Searle' theory. They were commanding, inviting, requesting, warning, and suggesting.

In this research, commanding taken big amount from all types of directive speech acts because this types always used by the teachers to convey their command to students because by using commanding utterances the students know that the teachers need them to do something. Commanding utterances of directive speech acts used by the teachers to command the students to do something.

In the main activity of communication, commanding almost used by teacher to interact with the students. In this case, the teachers give some command to the students to do something like; open the book, the dictionary or finding the meaning of some words.

In the other ways, warning or forbidding utterance of directive speech acts has the least value of the teachers' utterance. That was because the teachers do not need many forbidding utterance in teaching learning process. They just too much in commanding or ordering students, because

students often have to be asked repeatedly. So teachers must repeat the utterance often all the times.

The first teacher have more utterances that appear in compare with the second teacher, it was happened because the students do not make the work that was given by the teachers another day before. While, the second teachers have a little bit problems with students, so the utterance that he used is less.

Based on the observation towards the directive speech acts on SMPN 1 Guntur Demak in the English teaching learning recount text process, the teachers performed the directive speech acts. The utterances of eight grade English teachers in SMPN 1 Guntur Demak can be responded, comprehended, and received by some of the students appropriately.

After the research findings were compared with the theory about directive speech acts proposed by Searle theory, it can be concluded that the results of this research relevant with the theory from Searle. So, this research strengthens the theory from Searle about directive speech acts because the data of this research showed all of the five types of directive speech acts performed by the eighth grade English teachers at the class of VIII D (Mrs. Diah Riniyanti, S. Pd.) and VIII F (Mr. Hery Aprilia Sutanto, S. Pd.) at SMPN 1 Guntur Demak

In this research, the researcher analyzes the frequencies of directive speech acts used by the English teachers. Based on the findings,

there were dominantly utterances used by teachers and in the other way, there were utterances that rarely used by the teachers.

Based on the result of the observation toward the first and second teacher, the researcher found that commanding utterances is dominantly used by teachers. It's about 28 times uttered or 43.75%. It means that commanding is mostly used by teachers in almost teaching learning recount text. The first teacher used 15 utterances of commanding and the second teacher used 13 utterances. Contrary, the least utterances used are warning that takes 3 times or 4.6875%. The first used 2 utterances of warning and the second teacher just a data of warning.

Then, inviting takes 8 times utterances or 12.5%. The first teacher used inviting in 6 times and the second teacher used 2 times in the teaching learning recount text. Then, requesting utterances takes 16 times, that mean it's occupied in the second places after commanding. Requesting takes 25%. The first teacher used 11 times of utterances to show requesting and the second teacher used 5 utterances. The last is suggesting utterances that take 9 data or 14.0625%. The first teacher used 6 utterances and second teacher used 3 utterances to give suggestion to the students.

The first teacher has more directive speech acts utterance than the second teacher. From 64 data of directive speech acts, the first teacher has 40 data from commanding, inviting, requesting, warning and suggesting. Then, the second teacher just has 24 data of commanding,

inviting, requesting, warning, and suggesting. It means that the first teacher is often used directive speech acts than the second teacher.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter discussed conclusion of the discussion which will be described in several points of the conclusion. The conclusion of it is drawn based on the result of the data analysis to answer the problem statements. From the analysis, there are five types of directive speech acts uttered by the teachers in teaching and learning recount text; commanding or ordering (28 data), inviting (8 data), requesting (16 data), warning (3 data), suggesting (9 data). The first teacher has 15 data of commanding or ordering (37.5%), inviting and suggesting have same data as 6 data (15%), requesting as 11 data (27.5%) and the last utterance is warning as 2 data (5%). Total data of the first teacher is 40 utterances of directive speech acts. Then, the second teacher has 24 data of all the directive speech acts; commanding or ordering as 13 data (54.1666667%) from 24 data, inviting as 2 data (8.33333333%), warning or forbidding with 1 utterance (4.16666667%), and both of requesting as 5 data (20.83333333%) and suggesting with 3 utterance (12.5%) .In conclusion, the teachers mostly used commanding utterances in their directive speech acts. They mostly used commanding to give the materials and shared the knowledge to the students. It can be seen by their duty as the teachers were ordering about the material, knowledge, and what their believed the students.

## **B. Suggestion**

Based on the conclusion, that has been explained above, some suggestions will be directed toward the teachers, the students, and other researchers.

### 1. To the teachers

The teachers can use more English languages in teaching learning process in the class. So, by using more of English languages, the teachers also can motivate the students at the same time to use English in the English class.

### 2. To the students

The students are expected to learn and explore directive speech acts classification in accordance with various ideas of other experts. Besides, it is expected for them to analyze directive speech acts in other media such as movie, novel, or short story or folk. Moreover, they are also expected to employ other subjects such as teachers, or their friends.

### 3. For other researchers

It is expected to conduct future research related to the topic with various analysis. It is also expected that the other researcher can take this research as a reference for conducting similar research and the theory applied in this research.

## BIBLIOGRAPHY

- Arikunto, Suharsimi.1989. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Bina Aksara
- Austin, J.L. 1962. *How To Do Things With World*. London: Oxford University Press
- Bailey, Julia. 2008. *First Steps in Qualitative Data Analysis: Transcribing vol. 25 issue 2 pages 127- 131*. (<https://doi.org/10.1093/fampra/cmnn003>). Oxford Academy. Accessed November 2018, 20 at 3.27 pm
- Basra, Sri Meiweni dan Luthfiyatun Thoyyibah. 2017. *A Speech Act Analysis of Teacher Talk in An EFL Classroom*. *International Journal of Education vol 10. No. 1*. Universitas Pendidikan Indonesia. Accessed August 2018, 2 at 10 pm
- Cutting, J. 2002. *Pragmatic and Discourse: A Resource Book for Students*. London: Routledge
- Cutting, J. 2002. *Pragmatics and Discourse: A Resource Book for Students*. London and New York: Routledge
- Departemen Pendidikan Nasional. 2006.
- Griffiths, Patrick . 2006. *An Introduction to English Semantic and Pragmatic*. Edinburgh: Edinburgh University Press
- Government Regulation Number 57 year 2014
- Hadi, Sutrisno. 1989, *Metodologi Research jilid II*. Yogyakarta: Andi Offset
- Holmes, Janet. 1992. *An Introduction to Sociolinguistic*. London: Longman

- Junaedi, Khoirunnisa Wulan. 2017. *An analysis of Representative Speech Acts in Teaching Learning Process on The Speaking Class of The Third Semester in English Department of IAIN Surakarta (Unpublished S-1 Thesis)*. Surakarta: IAIN Surakarta
- Leech, GN. 1983. *Principles of Pragmatics*. London: Longman
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press
- Lodico, G. Marguerito, Dean T. Spaulding, and Katherine H. Vougtle. 2010. *Methods in Educational Research: from Theory to Practice 2<sup>nd</sup> Edition*. San Fransisco: Jossey- Bass
- Mey, Jacob L. 1993. *Pragmatics an Introduction*. Cambridge: Cambridge University Press
- Miles, B. Matthew and Hubberman, A. Michael. 1994. *Qualitative Data Analysis: An Expeded Sourcebook*. California: Sage Publications
- Muhartoyo, Keily Kristani. 2013. *Directive Speech Act in The Movie "Sleeping Beauty" a Journal Pragmatic vol. 4 no. 2*. Binus University. Accessed on July 2018, 2 at 11 a.m
- Nuriana, Eva. 2017. *A Descriptive Study of Directive Speech Act In Teaching and Learning English for Second Grade of MAN 2 Surakarta Academic Year 2016/ 2017: Pragmatic Approach (Unpublished S-1 Thesis)*. Surakarta: IAIN Surakarta
- Permendikbud. No. 68 tahun 2013
- Searle, J.R. 1969. *Speech Act*. Cambridge: Cambridge University Press.
- Searle, J.R. 2005. *Expression and Meaning: Studies in The Theory of Speech Acts*. Cambridge: Cambridge University Press.
- Soengkono, Nani. 2013. *Diktat Sociolinguistics*. Tulungagung: Stain Press

Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta: Duta Wacana Press

The British Council. 1978. *English as International Language*.

Watiningsih, Ita. 2011. *An Analysis of Directive Speech Acts Employed by The Main Character in the Movie "Oliver Twist" 2003 (unpublished S-1 Thesis)*. Surakarta: Sebelas Maret University

Yule, George. 1996. *Pragmatics*. Oxford: Oxford University.

## Transcript 1.

Teacher: Diah Riniyanti, S. Pd.

Mapel: bahasa Inggris

Tema: recount text

T: teacher    S: student

T: Assalamualaikum. Good morning?

S: Waalaikum salam. Morning.

T: nice to meet you

S: nice to meet you too.

T: Almost yesterday, I give you homework, ya, that you have to translate the text. The title is holiday. I think, yah, I mean. Then, you have to find the difficult words in the text. Are you ready to resitate it to the class? Apakah sudah siap untuk maju?

S: belum... belum...

T: loh kok belum ki piye? Itukan PR. Disuruh hafalan dirumah ki yo hafalan. Lah nak semua belum terus bu Diah gimana ngambil nilainya?

S: (berisik)

T: yang belum siap siapa? Nanti dapat hukuman ya? Jadi kemarin bu Diah udah ngasih tugas yaitu menerjemahkan bacaan judulnya...? Hah? My holiday ya, jangan diganti yang lain. Mana? Sudah kamu selesaikan dirumah? sudah ya? Terus hafalannya bagaimana?

S: (berisik)

T: padahal itukan harus maju kedepan. Saya kasih nilai nanti. Kemarin bu Diah kan sudah bilang seperti itu. Apalagi kan yang kata sulit, to. Lah iya makanya udah pada hafal belum?

S: Belum...

T: Loh, la wong PR kok. Nanti gak dapat nilai. (ngobrol dengan salah satu murid).

T: oke. I'm sorry. Your PR, your homework is page 37. The title is "Joining a contest of retelling short story". Mengikuti lomba baca cerita pendek. Membaca kembali cerita pendek. Sudah dibahas semua itu soalnya?

S: Sudah...

T: kata sulitnya bagaimana? Kata sulitnya kemarin kan sudah maju, ya. Semuanya sudah menulis kata sulit didepan. Iya apa enggak?

S: iya...

T: sudah ya. Nah sekarang kan hafalan. Sudah siap? Are you ready?

S:...

T: I think now, I want to call your name one by one to resitate it to the class. Are you ready?

T: oke. Sekarang saya akan memanggil namamu satu persatu untuk hafalan kata sulit yang didapat dari bacaan "joining a contest of retelling short story".

T: oke. Listen to me! I want to call your name to resitate it... oke. Adelia. Please resitate your difficult words in front of the class!

S: Maju... maju...

T: lah piye? Lha wong iki PR kok. Wis loh. Pokoke sebisamu, semampumu. Tugas hafalan dirumah ...

T: berarti nak bu Diah memberi PR, ya, tidak dikerjakan dirumah? Diabaikan begitu ya? Dikerjakan dulu saja. Siapa yang sudah hafal maju. Jadi nanti keberanianmu itu ada nilainya karakter. Berani. Ada nilainya di k-13. (bicara dengan salah satu siswa). Iya kan nanti ada nilainya. Semampumu. Semakin banyak yang dihafal, semakin bagus nilainya.

T: oke students. Now, who will resitate the difficult words in front of the class, please? Gak ada? Loh, la terus piye? Dirumah itu belajar apa nggak?

S: belajar... nggak...

T: lha kalo nggak, nanti nilainya gimana? Mau kenaikan kelas loh. Mau UAS sebentar lagi.

T: Arlita... please, Arlita?

T: nanti semuanya harus maju. Semampumu. Sebisamu. Tapi nilainya sendiri-sendiri. Semakin banyak yang dihafal, nilainya semakin bagus.

S: Nggih.

T: please...

S: joining; mengikuti, started; memulai, competition; kompetisi..

T: kompetisi, atau apa?

S: Pertandingan. Compete; bertanding, control; pengawasan, experience; pengalaman, hall (hell); aula.

T: Hall?

S: hall; aula.

T: remember it! Diingat- ingat, remember! Nanti kalau sedikit, nilainya sedikit loh.

S: Writing; menulis, story; cerita, short; pendek, audience; audisi..

T: Audisi? Please, spidol. Do you have spidol? Please write down your words in the board!

T: is it right audience is audisi? Do you know the meaning of audience? Now, find this words in your dictionary, please? Find it, find out the... a... the meaning of audience in your dictionary.

T: what is the meaning of audience? Sudah ketemu belum? What is the meaning of audience?

S: pendengar

T: yes, apa?

S: Pendengar

T: iya, pendengar. Lha kok tadi bias audisi? Ya tadi ditulis, audience artinya apa?

S: pendengar,

T: kalau audisi jauh sekali ya... next!

S: enhancement; peningkatan



T: what's it? Please, write down your words in the white board! Next!

S: everything; semuanya.

T: I think everything is not difficult words. Everything itu apa kata sulit? Setiap hari ada. Menurut kamu sulit ya? Menurut saya nggak.

S: Nose; erisik.

T: apa?

S: hahaha

T: nose?

S: yes.

T: please, write down your words in the board!

S: choose; pilih.

T: kata kerja memilih. Itu kata kerja ya.... Jangan sembrono. Bahasa inggrise kata kerja apa?

S: verb.

T: ya, Arlita. Yang lain mana? Mejen?

S: hehehe

T: ya itu. Karena kamu nggak mau belajar dirumah. Padahal bahasa inggris itukan harus titen. Dari dulu ya harus hafalan. Mau nggak mau. Namanya saja bahasa inggris. Tiap hari kamu harus hafalan kata sulit. Kenapa? Sebentar lagi kan kelas tiga kamu. Kalau kelas tiga nggak mau belajar, nanti EBTANAS-nya bagaimana? Oke ya. Now, Arlita, you can sit down!

T: Now, the next is...? The next, the next? Berikutnya? Mugkin anak laki- laki? Kris, ya, Kris.

S: aku ra reti kok.

T: ra reti, wong kowe ndek wingi bolos kok ya. Pelajaran malah bal- balan sak jam, nganti selesai kelas. Next, Yulita. Please, come here!

S: malu, bu

T: malu kenapa? Mbok kayak biasane.

S: judges, juri

T: apa? Please write down your words!

S: (berisik)

S: competitor; saingan, experience; pengalaman; short; pendek, audition; audisi, retell; menceritakan kembali; mmm, udah bu.

T: oke, Yulita. I think is enough. Setelah ini anak laki- laki.

S: nggak bisa, bu.

T: loh kan bisa buka google. Lha kamu mau pasif begini sampai kapan? Mosok gurune disuruh menasehati terus. Kamu dirumah kan harus belajar. Mosok Cuma mau bergadang, mau smsan.

S: Nggih...

T: Then Imam Rosyadi? Imam?

S: competition; kompetisi...

T: can you spell it loudly? Loudly!

S: ...

T: what is the meaning of loudly? Loudly, loudly is...? Oh, piye jal wis. Arlita, loudly itu apa? Arlita?

S: nggak tahu bu.

T: misalkan, ada yang membaca tapi didengarkan sendiri. Nah loudly itu loud itukan keras. Kalau loudly?

S: dengan keras.

T: Membaca itu yang keras biar teman- temannya tahu.

S: hayoloh- hayoloh...

S: retelling; menceritakan kembali.

T: can you write down your words in the board? El- el, double L. can you read it? Bagaimana cara bacanya? How do you read retell?

S: Menceritakan

T: Menceritakan kembali. Oke, Good!

S: (mau duduk)

T: loh disuruh hafalan kok malah... makanya disuruh hafalan dirumah ya hafalan. Kok begitu gurunya masuk baru hafalan terus maju. Yo mbuh. Tapi kalau sudah siap dari rumah, sudah siap untuk belajar disekolah, sudah siap untuk jadi anak yang pintar, ya, tidak buruk. Jadinya kan bisa. Kalau bisa nilainya kan besar. Lah terus bagaimana? Kamu sudah melakukan itu belum? Kamu belajar dirumah belum? PRnya bagaimana kalau dikasih PR dirumah. Oke, Imam, please sit down!

S: iya bu.

T: now, tapi ini nilainya sedikit loh ya. Arikta, please come here! Read it loudly.

S: joining; mengikuti, everywhere; dimanapun, help; membantu, story; cerita, short; pendek, contest; pertandingan, contestant; peserta pertandingan, including; termasuk, original; asli, written; menulis.

T: the next Arikta. Arikta itu biasanya nggak seperti ini ya. Trus kalau begini bu Diah harus kasih nilai berapa? Kalau tidak tuntas mau, ya?

S: nggak...

T: lha tidak mau kok seperti ini? Nggak ada satupun yang menggembirakan. Semuanya mengecewakan bu Diah. Apa bedanya saya kasih tugas mendadak sama dikerjakan dirumah? Kalau sudah dikerjakan dirumah ya, harusnya lebih konsen lagi. Apa disengaja atau gimana ini? Kemarin kan anak perempuan yang ada. Anak laki- laki keluar semua, lha anak perempuan saja begini. Malah hafalan dikelas. Tugasnya sudah dari seminggu yang lalu.

S: hall; aula

T: apa? Can you spell it?

S: experience; pengalaman

T: experience. Masa nggak bisa, tadi kan sudah diulang. Oke Arikta, you can sit down!

T: oke student, attention! Ini karena waktunya sudah habis, then, ada kesulitan tidak?

S: ada... tidak...

T: kesulitannya dari mana? Dari dirimu sendiri. Kenapa? Tidak mau mencari kata sulit didalam kamus, sekarang kalian isa istirahat. Assalamu'alaikum, wr.wb

S: wa'alaikum salam, wr.wb.

## Transcript 2.

Teacher: Hary Aprilia Sutanto, S. Pd.

Mapel: Bahasa Inggris.

Tema: Recount Text/ tense

Kelas: 8G

T: Assalamu'alaikum, wr.wb.

S: Wa'alaikum salam, wr.wb.

T: hari ini kita akan membahas simple past tense. Kata kerja lampau. Sudah tahu simple past tense kan?

S: (berisik)

T: ayo coba buat kalimat simple past tense. Hayo no...

S: ora iso pak.

T: ora iso? Hayo no. satu kata kerja seperti itu.

S: pake bahasa inggris, pak?

T: la wong pake bahasa Indonesia wae ra iso kok, pake bahasa inggris. Bagaimana?

S: saya pergi ke pasar.

T: where did you go? I went to school. Kemarin saya pergi ke sekolah. Kemarin pergi, nggak?

S: pergi...

T: hari ini pergi nggak?

S: pergi...

T: kemarin itu berarti udah lampau.

S: (berisik)

T: yok... ki apa? Sing tak garisi ki golek I kata kerjane! Gage!

S: come

T: came

S: came

T: bentuknya bisa apa? Definisinya bentuknya verb keberapa? Pak, come itu terdapat pada satu baris denga infitive misalkan. Berarti kata kerja satu itu. Golek i dulu, came berarti kata kerja keberapa itu.

S: dua

T: Berarti kata kerja kedua. Berarti ora come. Golek i! cari dulu! Rasah omong! Berarti, oh, baru kalian bicara.

T: oke, tak ulangi ya... pertama ini apa tadi?

S: come.

T: come, oke. He'eh to ya. Irregular buat ini tadi. Kemudian, buy. Terus?

S: bought.

T: oke. Verb siji iki opo? Verb satu ki opo?

S: kata kerja

T: ya, kata kerja pertama. Kata kerja keduanya boleh did not kalo bentuk negatif, bukan came lagi. Setelah did not terus diikuti kata kerja pertama. Hm, kalo introgrative jadi " Did you come to the school yesterday. Mubeng?

S: mudeng.

T: tenan?

S: tenan.

T: berarti simple past ki kata kerjanya keberapa? Keberapa? Simple past itu bentuk possible verbnya keberapa? Ke...?

S: tiga...dua...

T: ke?

S: dua.

T: mripatmu ndelengo ngarep ki loh! Huya- huya wae pikiranmu.

S: hahaha

T: ke...?

S: dua

T: hmm, oke. Verb two ya. Kata kerja kedua disitu. Sekarang, open page one hundred fourty eight! Seratus empat puluh delapan. Yang ada ditabel itu, ya. Disitu, tu present, past, ing setelah verb satu.

T: ya, disitu ada verb present adalah sekarang ini dan past adalah lam... lampau.

S: lampau.

T: dan ing adalah kata kerja bentuk ing yang merupakan kata kerja continues. Dilihat dulu nak bentuke present, kalo bentuknya present, bentuknya pake is, kalo past apa?

S: was

T:was. Terus am... terus kalau diubah menjadi past jadinya “was”. Terus bawahnya perhatikan lagi! Kalau “are” itu bentuk jamak atau plural jadinya “were”. Have atau hasjadinya “had”. Terus kalau studied bentuk “ing” nya jadi studying. Goleki dewe ning kunu! itu kalian urutkan Nanti. Tugas kalian adalah mengidentifikasi didalam bacaan itu, kalian mengidentifikasi yang namanya kata kerja bentuke past tense.

T: past tense tadi bentuk kata kerja keberapa?

S: dua

T: bentuk?

S: kedua.

T: oke. Berikutnya seratus lima puluh tiga. One hundred fifthy three. Pada bacaan daily hari ke tiga. Diwoco sik deloki sik. Baca dulu sebentar! Disitu ada kata cetak. Kata yang bercetak tebal, ya. Bacaan itu jenisnya bacaan masa lampau. Lampau berarti past kan, nak bacaanne iku gowo “ed” itu past kan berarti. Nanti kalian mengidentifikasinya “pak, ini past tense, pak.” Nak diubah present jadinya apa? Contoh seperti ini, accepted. Bentuk kedua to. Ini past, tapi diubah menjadi present, “ ed” ne diilangi. Diguwak. Sekarang tugas kalian adalah mengidentifikasi dulu kata itu. Dari bentuk past atau present, nak misale present

dibikin past, nak bentuke past digawe present. Dibolak-balik. Kalau sudah selesai maju satu- satu.

S: ...

T: yoh...yoh.. kalau yang namanya present continues yang sedang terjadi ini nantikan, kan wis omong. Contohe ada pertanyaan seperti ini..” what are you doing?” ya, itu. What are you doing? Nah, kita membahasnya lampau. Bentuk keterangannya bisa last day, last year, yesterday, last month. Itu sudah terjadi. Punya kamus nggak?

S: punya...

T: buka yang namanya regular and irregular verb! Kata kerja beraturan dan tak beraturan. Cari kata kerja beraturan! Temu?

S: temu.

T: sing ra nduwe kamus bangeten. Perhatikan bagian atas sendiri apa yang pertama sebelah sini! Tulisan ini. Yang kedua apa?

S: past.

T: past. Terus yang ketiga?

S: present continues.

T: lha iki cah, nak kita membahas yang namanya simple past, kita akan menggunakan kata kerja bentuk kedua. Kata kerja yang sudah terjadi. Contoh: Ulil terlambat datang tadi pagi. Kan nggak mungkin besok pagi, soalnya belum terjadi.

T: sebelum kita melihat kesini, saya mau tanya dulu subjek. Subjek we ra reti kok. Subjek ki opo?

S: you, we, he, she, it.

T: kurang siji.

S: I- i am.

T: yo bener “I”. Ono piro mau cah? How many subject?

S: six. I, we, she, he, you, it.

T: “ I” apa “I”?



S: saya.

T: ayo, bimbi maju! Coba buat kalimat simple past tense. Perhatikan pola yang ada disana! Subjek terus diikuti verb dua. Lagi dikandakne kok wis lali. Verb dua itu apa?

S: kata kerja lampau.

T: ya, Bimbi benar. Setelah itu objek. Ulil datang terlambat pagi tadi. Ulil sebagai apa?

S: subjek.

T: terus?

S: verb dua terus objek.

T: saiki golek ano kata kerja kedua, terus ubah menjadi kalimat bahasa inggris!

T: nah karena sudah bel, kita akhiri pelajaran hari ini. Golek i dewe. Sinau ning omah. Kita akhiri pelajaran hari ini. Assalamu'alaikum wr.wb.

S: wa'alaikum salam wr.wb.

### Appendix 1. Types of Directives Speech Acts based on the transcripts

Teacher: Diah Riniyanti, S.Pd. (T1)

Class: 8 D

Subject: English

Theme: recount text

No.	Data	Types of Directive Speech Acts					Information
		com	inv	req	warn	sug	
1.	I give you homework, ya, that you have to translate the text.	V					The teacher tells the students that they have homework
2	Then, you have to find the difficult words in the text.			V			The students must find the difficult words from the text
3	Are you ready to resitate it to the class?			V			The teacher asks the readiness of the students
4.	My holiday, ya. Jangan diganti yang lain!				V		The teacher asks the students about the materials. She is remembered the students to not change the theme of the materials into another materials.
5.	Lha wong PR kok. Nanti gak dapat nilai.					V	The teacher feels disappointed with the students because the students not studying well in the home. Because the materials is a homework. So she is suggested the students if they will not have scores if they do not resitate the materials in

							front of the class.
6.	I think, I wanna call your name one by one to resitate it to the class.					V	The teacher suggested if she want to call the name of the students one by one, because there is nothing students want to come to resitate the materials or homework by self.
7.	Listen to me! I want to call your name to resitate it.	V					The teacher commands the students to listen to her. She wants to call the students to resitate the difficult words in front of the class.
8.	Adelia, please resitate your difficult words in front of the class!		V				The teacher invites Adelia, as the student, to come to resitate the difficult words she found in front of the class.
9.	Pokoke sebisamu, semampumu.					V	The teacher suggest the students to resitate the difficult words as possible as they can.
10.	Dikerjakan dulu saja.	V					The teacher suggests the students to work it first.
11.	Siapa yang sudah hafal maju.			V			The teacher asks the students to advance in fron of the class
12.	Now, who will resitate the difficult words in front of the class, please?			V			The teacher request the students if anybody want to volunteered to resitate the difficult words in front of the class.
13.	Arlita... Please, Arlita?		V				The teacher invites Arlita as student to come in front of the class to resitate the difficult words she found.
14.	Nanti semuanya harus maju. Sebisamu, semampumu.			V			The teacher asks the students to advance and resitate as they can

15.	Remember it! Diingat-ingat, remember!	V					The teacher asks the student to remember how to pronounce some words.
16.	Please, spidol. Do you have spidol?			V			The teacher asks the students if there is any have spidol. she requests it because she wants to write down some words in the board.
17.	Please, write down your words in the board!	V					The teacher asks the student to write down the difficult words in the board in front of the class.
18.	Now, find this words in your dictionary! Find it, find out.... eee... the meaning of audience in your dictionary	V					The teacher needs the students to find the meaning of the difficult words in dictionary.
19	Ya tadi ditulis, audience artinya apa?	V					Teacher asks the students the meaning of audience.
20.	Please, write down your words in the white board! Next!	V					The teacher needs the student to write down the difficult words in the board in front of the class.
21.	Please, write down your words in the board!	V					The teacher needs the student to write down the difficult words in the board.
22.	Jangan sembrono! Bahasa inggrise kata kerja apa?				V		The teacher warns the studentsto not underestimate the English language.
23.	Mau nggak mau, namanya bahasa inggris, tiap hari kamu harus hafalan kata sulit. Kenapa? sebentar					V	The teacher suggests that the students must study everyday to mastering the English lesson.

	lagi kan kelas tiga kamu.						
24.	Now, Arlita, you can sit down!	V					The teacher orders the students to sit down.
25.	Berikutnya, mungkin anak laki- laki. Kris, ya, Kris?		V				The teacher asks the boy to advance to resitate the difficult words in front of the class.
26.	Next, Yulita. Please, come here!		V				The teacher invites the students to come in front of the class.
27.	Please, write down your words!	V					The teacher orders the student to write down the difficult words.
28.	Oke, Yulita, I think enough. Setelah ini anak laki- laki.			V			Teacher as student to sit down
29.	Loh kan bisa buka google.					V	The teacher suggests to search in google about the meaning of the words.
30.	Then Imam Rosyadi? Imam?		V				The teacher pointed student to advance to the class
31.	Can you spell it loudly? Loudly!			V			The teacher requests the student who resitate the difficult words to speak loudly.
32.	Membaca itu yang keras biar teman- temannya tahu					V	The teacher suggests the students if they read, they must read loudly. So, the other friends also hearing what the other speak.
33.	Can you write down your words in board?			V			The teacher asks the student to write the difficult words in the board.
34.	Can you read it? Bagaimana cara bacanya?			V			The teacher requests the student to read the words in the board.
35.	Oke, Imam. Please sit down!	V					The teacher asks the student to sit down.
36.	Arikta, please		V				The teacher invites the

	come here!						student to come to resitate in front of the class.
37.	Read it loudly!	V					The teacher commands the student to read the difficult words loudly.
38.	Can you spell it?			V			The teacher asks the students to pronounce the difficult words that were written in the board.
39.	Oke, Arikta, you can sit down!	V					The teacher commands the student to sit down.
40.	Oke students, Attention!	V					The teacher orders the students to pay attention to her. Because the time is out.

## Appendix 2. Types of Directive Speech Acts based on The Transcripts

Teacher: Hary Aprilia Sutanto, S.Pd. (T2)

Class: 8 F

Subject: English

Theme: Tenses

No.	Data	Types of Directive Speech Acts					
		Com	Inv	Req	Warn	Sug	
1.	Ayo coba buat kalimat simple past tense.			V			The teacher asks the students to try to make sentences from simple past tense.
2.	Sing tak garisi ki goleki kata kerjane! Gage!	V					The teacher commands the students to find out the verb in the board.
3.	Goleki dulu! Came berarti kata kerja keberapa itu?			V			The teacher asks the students to find out the types of verb from the words came.
4.	Golek i! Cari dulu!	V					The teacher commands the students to find out the verb from the words in the board.
5.	Ra sah omong! Berarti, oh, baru kalian bicara.				V		The teacher warns the students to not talk more do less
6.	Mripatmu ndelengo ngarep ki loh!	V					The teacher wants the students to more pay attention to the lesson.
7.	Sekarang, open page one hundred fourty eight!	V					The teacher asks the students to open the book.

8.	Dilihat dulu, nak bentuke present, kalau bentuknya present, bentuknya pake "is".					V	The teacher suggests the students if they must used "is" if they need to make present tense sentences.
9.	Terus bawahnya perhatikan lagi! Kalau "are" itu bentuk jamak atau plural jadinya "were"					V	The teacher suggests to change to be "are" into "were" if they need to make sentences in plural types in simple past tense
10.	Goleki dewe ning kunu! Kalian urutkan nanti.	V					The teacher asks the students to find out some words in dictionary.
11.	Berikutnya seratus lima puluh tiga. One hundred fifthy three.			V			
12.	Di woco sik, deloki sik! Dibaca dulu sebentar, disitu ada kata cetak.	V					The teacher commands the students to read the capital words in the book.
13.	Sekarang tugas kalian adalah mengidentifikasi dulu kata itu.			V			Teacher asks the students to try the words.
14.	Dibolak-balik. Kalau sudah selesai maju satu- satu.		V				Teacher asks the students to advance one by one to the class.
15.	Buka yang namanya reguler and irregular verb!	V					The teacher commands the srudents to open page of the book.
16.	Cari kata kerja beraturan! Temu?	V					The teacher commands the students to find out the regular verbs.
17.	Perhatikan bagian atas sendiri apa yang pertama sebelah	V					The teacher asks the students to pay attention the book



	sini!						at the first words.
18.	Lha iki cah, nak kita membahas yang namanya simple past, kita akan menggunakan kata kerja bentuk kedua.					V	The teacher suggests the students if they need to make a simple past tense, they need to use verb two.
19.	Sebelum kita melihat kesini, saya mau tanya dulu subjek.			V			Teacher asks the students the meaning of subject
20.	Bimbi, ayo maju!		V				The teacher invites the student to come in front of the class.
21.	Coba buat kalimat simple past tense.			V			The teacher requests the students to make sample of simple past tense
22.	Perhatikan pola yang ada disana! Subjek terus diikuti verb dua	V					The teacher asks the students to give attention the sentences in the board.
23.	Saiki golek ano kata kerja kedua, terus ubah menjadi kalimat bahasa inggris!	V					The teacher asks the students to find out verb two in the sentences in the board.
24.	Goleki dewe, sinau ning omah!	V					The teacher asks the students to study at home