A Descriptive Analysis of English Teachers' Instructional

Language at SMA Muhammmadiyah disamakan Makassar

Thesis

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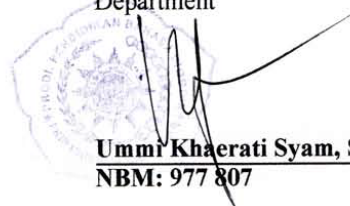|		
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22/12/18	III & IV	Fix the past tense form	◊
	IV	Raw data analysys → appendix	◊
		Put data into table if necessary	◊
		Analyze per part	◊
		english → Englsh	◊
		Relate discussion to theories	◊
26/12/18	IV	Divide into sub category	◊
		recheck the tenses errors	◊
3/1/19	IV	welcoming and leaving ? theory?	◊
	IV-V	Fix layout	◊
		Discussion — put one more theory related your findings about maxim	◊
7/1/19	V	Complete discussion	◊
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Yang Membuat Perjanjian

Andi Sawir Saputra

MOTTO

"Allah does not burden a soul beyond that it can bear"""

(QS. Al Baqoroh: 286)

"Keep trying with something, for as result, god determining it."

"If you want to live a happy life, tie it to a goal, not to people or objects"

~ Albert Einstein ~

ABSTRACT

Andi Sawir Saputra, 2018. A Descriptive Analysis of English Teachers' Instructional Language at SMA Muhammmadiyah disamakan Makassar, under the thesis of English Education Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Guided by Erwin Akib and Ardiana)

This study is aimed at describing discourse study especially in speech act theory, and cooperative principle from the teachers" instructional language. This research was a qualitative research which used descriptive qualitative approach. In this research, observation, interview and recording were used to collect the data. There were two objectives of the research, namely: 1) to find out the types of speech act, 2) to find out the types of cooperative principles. After investigating the utterances used by the English teachers at SMA Muhammadiyah disamakan Makassar, the writer found several findings as follow: 1) based on analysis of speech act, the teacher performed 3 kinds of speech act namely, locutionary act, illocutionary act, and perlocutionary act. The teacher was performed locutionary act 3 times, illocutionary act 113 times and perlocutionary act 20 times. 2) based on the analysis of cooperative principles, it was found that all maxims were obeyed, while maxim of quantity and maxim of manner were violated several times. The teacher obeyed maxim of quantity 20 times, maxim of quality 45 times, maxim of relation 37 times and maxim of manner 115 times during the two meetings observed.

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Keywords : Teachers Instructional Language, Speech Act, Cooperative Principles.

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The researcher finished his thesis entitled *"A Descriptive Analysis of English Teachers' Instructional Language at SMA Muhammadiyah Disamakan Makassar"* which is aimed to complete a partial fulfillment for degree of Strata-1 (S1) in the Faculty of Teacher Training and Education. In finishing this thesis, the researcher could not carring out and writing this thesis without guidance, motivation, support, and prayer from people around him. Therefore, researcher would like to express his gratitude to them. They are: his lovely family, for their effort and prayer to the researcher success.

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Makassar, Januari 2019

Andi Sawir Saputr

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Talking in the proper way is very important when someone makes conversation with other people. It has a function to make a good communication. It is needed for keeping relationship because sometimes people speak without considering the hearers. They just speak what they want to say. In conversations, very often the speakers do not express the meaning explicitly, so that the hearers sometimes cannot get the points clearly. They must interpret the meaning by the basis of linguistic and knowledge of the world to understand what the speakers mean.

Classroom context has been variously studied as the beliefs, goals, values, perceptions, behaviors, classroom managements, social relations, physical spaces, and social-emotional and evaluative climates that contribute to the participants understanding of the classroom. Dunkin and Biddle"s (1974) model of teaching included instructional approaches as process variables reflecting the interaction among teachers and their students. Regarding Turner (1995), instructional in classroom context is a distinct but overlapping aspect of the classroom context and includes the influences of the teacher, students, content area, and instructional activities on learning, teaching, and motivation. In conducting the everyday teaching and learning process, the teacher will employ meaningful utterances to

the students. The language that is used by the teacher in giving instructions is called instructional language.

Beside that according to Owen (2006:1), stated that langaunge is a socially shared combinations of those symbols and rule governed combinations of those symbols, so istructional langunge is mean that we talk about a language that has been thoroughly in the long term,according to Yule (1996: 6),For a long period in the study of langunge, there has been a very strong interest in formal systems of analysis, often derived from mathematics and logic but ignore language user elements.

The act of the utterance is called speech act. Action via utterance are generally called speech act (Yule,1996:47). Usually the utterances are stated directly or indirectly and sometimes it has literal meaning or non literal meaning.

Speech act can make the conversation more effective because in speech act there are three basic levels that can help us analyse what the speaker says. The three levels is locutionary act, illocutionary act and perlocutionary act, this three levels have a different function that can be useful in the coversation.

The other thing to consider is cooperative principle.Cooperative principle is the basic of the communication with other people to make cooperation and meaningful conversations. When a person consider the cooperative principles when he is speaking, he will be very easy to be undertstood by the others.

In the conversation between two persons, sometimes the speakers and the hearers interpret different message of speech. It happens because there are

reference and inference. Yule (1996:17) stated that reference is what the speaker means while inference is what the hearer mean. In that implicit conversation hearer usually gets confused about what the speaker said, so hearer must seriously try to get the meaning.

As a good speaker, people have to consider the principle of comunication. In Grice's theory, there are four maxims in cooperative principle between speakers and hearers which can be a foundation in communication. The maxims are maxim of quantity, maxim of quality, maxim of relation and the last is maxim of manner (Wagiman,2008:71). The category of quantity relates to the quantity of information to be provided, maxim of qualitylead the speaker to speak the truth, maxim of relation means that the speaker should only include information in the communication that is relevant to the topic being discussed, and maxim of manner It assumes the speaker should be brief and orderly, and avoid obscurity and ambiguity expressions.

The phenomenon related to cooperative principle does not only occur inconversation but also in other situations likewhen the teachers teach their students.It is including on English class when a teacher teaches the students. Sometimes they use words with implicit meaning. Usually it occurs when the teachers give instruction to the students. It can be occurred in the opening, middle and closing the class.

Sometimes, students are difficult to understand what the teacher means with his or her utterances. Even when the teacher uses utterances that have implicit meaning, students do not give responds. For example, when the teacher

wants to write on the white board but it is full so he will say "I want to write". The teacher's utterance has a meaning that he wants one of the students to clean the white board immediately. Sometimes students do not understand the teacher's intention. They do not know if they must clean the whiteboard because they are still hard to understand the implicit meaning of an utterance given.

Usually, the utterance spoken by the teacher cannot be understand directly by the students. It means that the teacher needs to explain what the meaning of his utterance. Maybe for some students in secondary school level, it is difficult because they still have limited vocabulary. The lesson that they get is not enough to understand the complex sentences that are addressed to them.

This classroom phenomenon attracts the researcher interest in doing a descriptive study focusing on the kinds of speech acts and cooperative principlesused by the English teachers in their instructional language.The writer will carry out a research entitled "A Descriptive Analysis of English Teachers' Instructional Language at SMA Muhammadiyah disamakan Makassar".

B. Problem Statement

Based on the researcher background, the writer decided some problems statement are follows;

1. What are the kinds of speech act found in the teacher instructional language in the classroom?

2. What cooperative principles are obeyed and violated by the english teacher ?

C. Objective of the Study

The objectives of study are follow:

1. To describe the kinds of speech act that found in the teacher utterance.

2. To describe the cooperative principles are obeyed and violated by the english teacher.

D. Significance of the Study

By this research, the writer hopes that it will give more understanding for the writer and the readers about the kinds of speech act and cooperative principle to use when they are communicating in daily life. So, people are able to make cooperating communication by obeying the principles.

E. The Scope of the Study

This research is to analyze the speech act and the cooperative principles that are found in the instructional language used by English teacher in SMA Muhammadiyah disamakan Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some related research have been done previously. Among others are: the first was conducted by Nurhidayah Permata Nurani in 2015, the student of Yogyakarta State University. She analyzed the classroom speech act in the english teaching and learning process, entitled "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMAN 1 Purworejo". In this research, the writer found that Directives illocutionary act was the most performed speech acts by the teacher during the four meetings of English teaching and learning activities which occurred in 440 utterances (62.77%)..

The next is in STAIN Ponorogo, Winantu Kurniangtyas Sri Agung in her thesis, "The Violation of Cooperative Principles on Students' Responses Toward Teacher Questions in TEFL Class in 2016".Her study is focused to investigates violation of maxims on students' responses toward teacher question and determines the dominant type of maxim which is violated on students' responses, in this researc she found that there were three types of maxim thet were violated on students', namely,maxim of quantity, maxim of quality, and maxim of manner. Then, the maxim of quantity was mostly violated on students' responses.

The differences between my research paper and the other research above are my research focus on speech act, and cooperative principle of instructional

language used by English teachers". Therefore, the data are not taken from students.

B. Some Pertinent Ideas

Classroom context has been studied as the beliefs, goals, values, perceptions, behaviors, classroom menagement, social relations, physical spaces, and social-emotional and evaluative climates that contribute to the participants" understanding of the classroom. Dunkin and Biddle"s (1974) model of teaching included instructional approaches as process variables reflecting the interaction among teachers and their students. Regarding Turner, instructional in classroom context is a distinct but overlapping aspect of the classroom context and includes the influences of the teacher, students, content area, and instructional activities on learning, teaching, and motivation.

1. **Instructional Language**

In teaching learning process, instructional is important thing which has noticed by teachers. Based on Mifflin, instructional is a message describing how something is to be done. Reiser (1996:48-51) stated that there are six types of instructional activities in teaching learning process, as follows:

a. Motivating students

Motivating learners is like one of the importance part of study in classroom that teacher's give to their student

b. Informing student's objectives

In this type, teachers have to consider to the object of the instruction. It means that students are going to be able to do when they finish the instruction.

c. Helping students recall prereuisites

Teachers have to define as the skills, knowledge, and attitudes of the students in order to understand the instruction. Teacher helps students to get their ability in the lesson. If the teacher asks something to the students then

they are not able to answer it, so teacher will help them by give more explanation of the topic.

d. Presenting information and examples

Teacher usually gives the instruction or information that the learners must found before the class started. Besides that, teachers also give the example when they teach to make the material clearer. Usually, the example also has connected with our livelihood.

e. Providing practice and feedback

By the instructions, teachers expect that students are able to get a particular skill, knowledge, or attitude to practice the behavior.

f. Summarizing the lesson

Sometime to closing the lesson by summarizing the lesson is better way before end the class. It is to help strengthening the skill and knowledge of students which have to achieve.

2. Pragmatics

Study of language is called linguistic. It is necessary to be studied by people to know the meaning of the utterances, because not of all speaker use the literal meaning when they speak. In linguistics, there are many kinds of study, they are sociolinguistics, semantics and pragmatics, etc.

As a terminology, Mey (1981:35) pragmatic is interested in the process of producing language and in its producers, not just in the end-product, language. So, it has the meaning that utterance not only as a massage but about the sign and interpretation.

Mey (1981:35) said that, Pragmatic is the science of language in as much as that science focuses on the language-using human; this distinguishes pragmatics from the classical linguistic disciplines, which first and foremost concentrate on the results of the language users" activity: the structures that the grammar (the language system) allows them to produce.

Yule (1996:3) said pragmatics is study of speaker meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). In this study, listeners or readers have comprehension to interpret the meaning of utterances. Besides that, Yule also gives the other meaning of pragmatics. He says that pragmatics is the study of the relationship between linguistics forms and the users of those forms (1996:4).

According to Yule (1996:4) the advantage of studying language via pragmatics is that simple word has indicate about people"s intended

meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, request) that they are performing when they speak.

3. **Speech Act Classification**

Yule (1996:47) stated that actions performed via utterance are generally called speech act and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. According to Parker (1986 : 14) speech act as every utterance of speech constitutes some sort of act. Speech act is a part of interactive behavior and must be interpreted as an aspects of social interaction (Mey, 2009:927).

Searle (1969:18) says if the speech act performed the utterances of a sentences in general function of the meaning of the sentences. According to Searle (1969:16) "the reason for consentrating on the study of speech acts is simply this : all linguistic communication involves linguistic acts." Therefore studying speech acts is very important because everyday we concern with linguistics communication.

Based on Yule (1996:48), in speech act theory, the action performed by producing an utterance will consist of three related acts. The first is a locutionary act, which is the basic act of utterance with producing a meaningful linguistic expression. The second is illocutionary act, which is perfor med via the communicative force of an utterance. The last is perlocutionary act, it is simple created an utterance with a function without intending it to have an effect.

a. Locutionary Act

Locutionary act is literal meaning of a sentence. In order word, locutionary act is the act of saying something. Austin said that the interpretation of locutionary act is concerned with meaning. A locutionary act is an act of producing a meaningful linguistic expression. Locutionary act is the act of what a speaker says.

Yule (1996:48) said that locutionary acts are the basic of utterance, or producing a meanigful linguistic expression. There is no intention of the speaker when he/she utters the utterance. It is also called the act of saying something (Leech, 1983:199).

For example : *if someone says " close the book !"*

The locutionary act is the speaker wants someone or hearer to close the book.

I have just closed the window.

From the example above, we can see, although the utterance has good structure but the speaker does not have any goals. The locutionary act performed in uttering declarative sentence can be thought as the act of stating.

b. Perlocutionary Act

The second type of speech act is perlocutionary act. Perlocutionary acts can be called with phrase, the act of affecting someone (Rahardi, 2009:17). In perlocutionary, there is an influence affect because the speaker

tries to influence the listeners to do what he or she wants to do. This is called by as perlocutionary effect.

Perlocutionary act refers to the effect this utterance has on the thougts or action of the other person. The case perlocutionary act is what the speaker intends to communicate of what the speaker says.

Perlocutionary act is called by the act of effecting something. Perlocutionary act is the act by which the illocution produces a certain effect in or exerts a certain influence of adressed. Perlocutionary act is the expected effect of the speaker to the hearer with an utterance from the speaker. In word or an utterance, the speaker expects thet the hearer will achieve an effect or respond from that utterances.

For example: if someone says "where is your homework ?"

It may because you look at your book quickly or you might respond " oh my homework is miss home.". Perlocutionary acts are the effects that the utterances have on the hearer.

c. Illocutionary Act

As mentioned before, however, people also use language to perform such actions. There must be an intention behind the utterance. This particular aspects of speech act is regarded as illocutionary act, what the speaker are doing with their words (Cutting 2002:16). Yule (1996:48) adds that the illucotionary act is performed via the communicative force of an utterance which is generally known as illocutionary force.

Illocutionary act is the act of saying, utterance or the act of doing something. It is not only used for informing something, but also doing something as for a speech event was accurate considered. Illucotioary act is performed via communicative force of an utterance. Illucotionary act is an utterance that we produced it is also another act that performed inside the utterances.

Illucotionary act is the act of saying, which is commited with the intends of speaker by uttering a sentence such as asking, stating, questioning, promising, ordering, apologizing, threatening, and requesting. Illucotionary act is an utterance with some kind of function in mind. Someone might utter to make a statement, an offer, an explanation, or for some other communicative purpose. This is also generally known as the illucotionary force of the utterance (Yule, 1996:48). This mean that in every utterance that we produceed it is also another act that performed inside the utterance. Illucotionary is the act of the utterance. It is the act which is performed by saying the utterance. It is the underlying force of the utterance or the interpretation of the utterance by the hearer (Wagiman, 2008:70).

For example :it is going to rain.

Looking at the surface level, the utterance might only be interpreted as informing the hearer about the weather. If it is analyzed based on the illocutionary force, the utterance can be regarded as a warning from the speaker to the hearer. The speaker may warn the hearer not to go outside

since it is going to rain. Otherwise, he or she warn hearer to bring an umbrella if the hearer wants to go outside.

The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition.

For the another example the teacher says, when the student was doing exam "*five minute again"*. In saying this, the teacher is performing the illocutionary act of informing that the exam will be done five minutes again, and perhaps also their exam should be done because the time almost out. Where as the result of the illocutionary acts is the understanding on the part of the hearer.

Another examples of illucotionary acts include accusing, apologizing, blaming, congratulating, giving permission, promising, ordering, refusing, and thanking.(Retnaningsih, 2013:54-55). According to Searle (1996:34), the illocutionary act is an act performed in saying something. On other words illucotionary act can be defined as using a sentence to perform a function. When a speaker says something, he or she may perform some functions of act through the utterances such as request, complain, etc

4. Cooperative Principles

The cooperative principle (CP) was first proposed by H.P.Grice in a series of lectures given in 1967. It runs as follow: „make your contribution

such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Jacob L.Mey.1998.p:176).Grice as cited by Grundy (2000:74) formalized his observation thatwhen we talk we try to be cooperative by elevating this notion into what he called "The Cooperative Principle (CP)". One way of being cooperative is for a speaker to give as much information as is expected.

Cooperative principle is a theory formulated by Herbert Paul Grice in William James Lectures, delivered at Harvard University in 1967. It was published firstly by Harvard University press in his article entitle "Logic and Conversation"in 1975 that stated: "make your conversational contribution such asrequired, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engage" (Grice, 1975:45).Grice proposed that participants in a communicative exchange are guided by a principle that determines the way in which language is used with maximum efficiency and effect to achieve rational communication. Levinson (1983:102) summarized the CP as the specification of "what participants have to do in order to converse in a maximally efficient, rational, co-operative way: they should speak sincerely, relevantly and clearly, while providing sufficient information." In an attempt to describe how the CP works, Grice formulated guidelines for the efficient and effective use of language in conversation.

The guidelines are known as the maxims of conversation. It should be underlined that Grice (1975) introduces quantity, quality, relation and

manner as categories. The fact that Grice (as cited by Thomas, 1995:62) expressed the cooperative principle in the imperative mood has led some casual readers of his work to believe that Grice was telling speakers how they ought to behave. What he was actually doing was suggesting that in conversational interaction people work on the assumption that a certain set of rules is in operation, unless they receive indications to the contrary. In all spheres of life we make similar assumptions all the time. Thomas (1995) gave a useful analogy that is driving a car to explain Grice's theory.

When we drive, we assume that other drivers will operate according to the same set of regulations as we do (or, at the very least, thatthey know what those regulations are). If we could not make such assumptions the traffic system would rapidly grind to a halt. Of course, there are times when we do have indications that another driver may not obey the rules (a learner, a drunk, a person whose car is out of control, an ambulance or fire tender with its lights flashing and siren blaring or that they may be following a different set of rules (a car with foreign number plates) and on these occasions we re-examine our assumptions or suspend them altogether. And of course, there are times when our assumption that others are operating according to the same set of rules is misplaced, and then an accident may occur. Thomas (1995:62) points out that the same is true of conversation. Within a given community, when we talk we operate according to a set of assumptions and, on the whole, we get by. There will be times when we may suspend our assumption that our interlocutor is operating according to the same

conversational norms as we are. We may be talking to a young child who has yet to acquire our community's conversational norms, to a drunk, to someone in pain or distress. Or we may be talking to a person whom we have reason to think may have different conversational norms from our own (a member of a different cultural or linguistic community). And there will be times when our assumptions are wrong and then mistakes and misunderstanding occur, or when we are deliberately misled by our interlocutor.

Category	Supermaxim	Maxims
Quantity		1. make your contribution as informative as is required 2. do not make your contribution more informative than is required
Quality	Try to make your contribution one that is true	1. do not say what you believe is false 2. do not say that for which you lack adequate evidence
Relation	Be relevant	
Manner	Be perspicuous	1. avoid obscurity expression 2. avoid ambiguity 3. be brief (avoid unnecessary prolixity) 4. be orderly

In an attempt to describe how the CP works, Grice formulated guidelines for the efficient and effective use of language in conversation. These guidelines are known as the maxims of conversation. It should be underlined that Grice (1975:45) introduces Quantity, Quality, Relation and Manner as categories (not maxims as they tend to be called in literature, each of which comprises supermaxim and maxim).

a. Maxim of Quantity

Maxim quantity intends the speaker give contribution as much as required.Maxim of quantity means that the utterance has to show the aim proper with the context of communication. The information is proportional, not too much and less.

b. Maxim of Quality

Maxim quality obligates the speaker said truly. Try to make your contribution one that is true.This maxims means that people cannot say something if there is any doubtful with the fact. The utterance must have strengthened of the fact.

c. Maxim of Relation

Maxim of relation has a meaning that utterance which uttered by speaker must be relevant. It must be conformed to the context.

d. Maxim of Manner

Maxim of manner shows detail of information which needed by the hearer. This maxim obligates the speaker to speak directly, clear, not ambiguous, strong of the reality, and orderly.

Based on Yule (1996:37), it is important to realize each maxim of cooperative as a basis of conversations when people are communication each other. Because, not of all people are express the direct meaning or by used implicit meaning. The situation can make the hearers feel confuse to understand.

CHAPTER III
RESEARCH METHOD

In this chapter, there are five parts which will be explained. They are research design,variable and indicator, research subject, technique of collecting data, research instrument, and technique of analyzing data.

A. Research Design

Based on the title, the researcher used Qualitative Descriptive method as design method,Qualitative descriptive method is a method of research that involves collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method is also designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the research.

B. Variabel and indicator

This researcher used one variable, the variable of this research was Teachers Instructional language in SMA Muhammadiyah disamakan Makassar. In this study, the kinds of object research was speech act and cooperative principles that were found in words, phrases, clauses, and sentences which were said by teacher while the teaching learning process.

C. Research Subject

Based on the title of this research, the researcher decided that the subjects of the research was one English teacher of SMA Muhammadiyah disamakan Makassar, who tought the eleventh grade students.

D. Technique of Collecting Data

The techniques of collecting data that the researcher applies in this research are observation and interview.

1. Observation

The purpose of this observation was to collect the data that the researcher needed from the teacher. The researcher observed one teachers in two meetings. In details the researcher observed the speech act and cooperative principles that were violated or obeyed by the teacher. The researcher took recorded of the teacher during the observation process to help the researcher collect the data during the learning process.

2. Interview

To support the direct observation, the researcher used interview to obtain more data and make the data clearer. In this interview the reasercher used an interview guidelines to help the reasercher more specific to collect the data. In this interview the reasercher used open - ended questions, because the researcher wanted to improve the information from the subject and made it more specific so the data that the reasearcher get were more accurate.

E. Research Instrument

In this reasrch, the researcher used two instruments namely audio recorder, and interview guideline. Each of the instrument was used to help the researcher to collect the data. The audio recorder was used during the

observation process and the interview guideline will be used in interview process.

F. Technique of analyzing data

After finish collected data, the data analyzed by using following steps :

1. The first step was data reduction. Data reduction meant that the writer summarized, chose the important data, focused in the important data, looked for the theme and threw the unessential data, in short, the reasearcher separated the data that the researcher needs and the data that the researcher did not needed. If there were some data which did not included into some parts, they were deleted.

2. The next step was data displayed or served the data. After reducing the data the researcher took the important data to displayed. In this reasearch the data were displayed in a table form.

3. The last step was conclusion drawing or verification. It meant that the writer made a conclusion from the data displayed. From the result of the data analysis, the kinds of speech acts that are used by the teacher and cooperative principles that were obeyed and violated by the English teachers will be revealed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particulary covers the findings and discussion of the research. The findings of the research covers the description of the result from the data collected. Then, the discussion described further explanation and interpretation of the findings given.

A. Findings

The findings of this research dealing with the answer of the problem statements which aimed to describe the kinds of speech act that in the teacher utterancess and to describe the cooperative principles are obeyed and violated by the English teacher.

a. Kinds of Speech Act used by Teacher

As explained in chapter two, Yule (1996:47) stated that the actions performed via utterances are generally called speech act, moreover he divided speech act into three parts namely locutionary act, illocutionary act, and perlocutionary act. Acroding to the data, the researcher found 132 utterances that involved kinds of speech act (see appendix). These findings were identified from the transcription of audio recording (direct observation) and interview. Based on the observation, the teacher used mostly Bahasa Indonesia then english in the classroom during the learning process.

1. Locutionary Act

Locutionary act is literal meaning of a sentence, Yule (1996:48) said that locutionary acts are the basic of utterances, or producing a meanigful linguistic expression. There is no intention of the speaker when he/she utters the utterances.

Table 4.1, Table of locutionary

Locutionary act		
First meetings	**Second meetings**	**Total**
-	3	3

Based on the data analysis, the researcher found that the teacher used locutionary act 3 times during the meeting 2 class, the speech act was in the form of asking question. This finding can be seen in the table of data transcript 2. The example can be seen as follows :

Extract 1 :
T: bukunya di kumpul? belum saya periksa?
S: belum

{ T: is the book gathered? haven't I checked?}
{S: not yet}

The example above happened in the classroom when the teacher asked the students about the books which have been collected but have not been checked yet. This utterances can be categorized as locutionary act because the utterances have a literal meaning that was about the books collected and not checked yet.

2. Illocutionary act

There must be an intention behind the utterances. This particular aspects of speech act is regarded as illocutionary act, what the speaker are doing with their words (Cutting 2002:16). Different from locutionary act, the illocutionary act is not just literal meaning of the utterances, illocutionary act make the utterances have an implicit meaning or have an intention inside it.

Table 4.2, table of illocutionary.

Illocutionary act		
First meetings	**Second meetings**	**Total**
69	44	113

Based on the data analysis, it can be seen that there was 113 utterances that could be categorized as illocutionary act in the teachers utterances, which were 69 times in meeting 1 and 44 times in meeting 2, it could be classified as welcoming, asking, explaining, suggesting, and leaving. this findings can be found in data table transcript 1 and 2.

a. Greeting

According to the data analysis, there was 6 illocutionary act that were classified as greeting in the meeting 1 and 2 in the class, the teacher was performed welcoming when she wanted to opened the teaching learning process. The example can be seen as follows :

Extract 2
T : Good Morning, class?
S : Good Morning, mam.

The example above happened in the classroom when the teacher greeted the students. This utterances was categorized as illocutionary act because the teacher here did not just wanted to greeted the students but there was an intention of the utterances and it was to opened the teaching learning process.

b. Asking

Based on the data analysis the researcher found that there was 79 illocutionary act that were classified as asking in the teacher utterances during the meeting in the class. The example can be seen as follows :

Extract 3
T : materi kita hari ini, yaitu prosedural text. Ada yang pernah dengar prosedural text?
Ss :pernah

{T : our material today is procedural text. Has anyone heard about procedural text? }
{Ss :yes}

The example above was categorized as illocutionary act because in the teacher utterances there was an intention in her utterances, the literal meaning of this utterance was to informing and asking about the lesson but here also the teacher have an intention in her utterances the intention was the teacher wanted to know how far the students

understand about the lesson before the teacher continued the learning process. The other example can be seen as follows :

> **Extract 4**
> *T: Apa itu prosedural text?*
> *Ss : berkaitan dengan cara*
>
> *{T: What is prosedural text?}*
> *{Ss : relating with the step}*

Here the utterances is categorized as illocutionary act because the utterances have implicit meaning like the previous examples. The literal meaning of this utterances is asking about procedural text but the implicit meaning of the utterances is the teacher want the make the student understand about procedural text and also the teacher given a command to the student to find the meaning of procedural text.

c. Explaining

There were 25 utterances can be classified as explaining from illocutionary act in meeting 1 and 2. The example of utterances which categorized as explaining can be found in table transcript 1 and 2. The example can be seen as follows :

> **Extract 5**
> *T: pronoun itu adalah kata ganti, kata ganti dari kucing itu adalah it, kalau kucingnya satu itu it, ini kata ganti benda atau hewan yang jumlahnya satu subject itu biasanya ada di depan. Kalau saya mau buat kata-kata seperti ini, itu menjadi, contohnya apa dari I, you, we, they, she, he, it, itu kamu jadikan subject. Contohnya tadi saya memakan roti, bahasa inggrisnya I am eating bread. Dari kata I am eating bread itu subjectnya I. Kemudian saya punya kalimat ibu memasak nasi, kalau di bahasa iggriskan jadi ?*
> *S: mother cooks rice*

{T: kataganti is a pronoun, the pronoun of the cat is it, if the cat is one, it is an object pronoun or animal whose number is one, the subject is usually in front. If I want to make words like this, it becomes, for example what is from I, you, we, they, she, he, it, you make the subject. For example, I ate bread, English, I am eating bread. From the word I am eating bread the subject is I. Then I have the sentence that the mother cooks rice, if it's in English then?}
{S: mother cooks rice}

Here the utterances were categorized as illocutionary act because the teacher was not just giving information about pronoun but the teacher also wanted to make the students understand the material that she was delivered to them, so here the teacher had an intention in her utterances.

d. Suggesting

There was 1 utterance from locutionary act that could be calssified as suggesting. This data can be seen in the table of data trancript 1. The example can be seen as follows :

Extract 6
T: tugas betulan ini nah, do the best lakukan yang terbaik, dan you get the best score karena ku ambil itu nilainya perkelompok. Kira kira apa mau kalian masak?
Ss : mie mam ?

{T: this real task, do the best do the best, and you get the best score because I took it in group value. Guess what do you want to cook?}
{Ss : mie mam ?}

The example above was categorized as illocutionary act because the teacher here did not just wanted to suggested the students to did the best so the could got the the best score but the teacher also commanded the students to did their task seriously.

e. Promising

Based on the data analysis there was 2 uterrances that could be classified as leaving during meeting 1 and 2. The example can be seen as follows :

> **Extract 7**
> *T: Oke see you tomorrow*
> *Ss : see you*

This utterances was categorized as illocutionary act beacuse there were an intention of it. The literal meening of this utterances was promised to see tomorrow but there were an intention of the utterances, it was the teacher wanted to closed her teaching learning process.

3. Perlocutionary Act

Perlocutionary acts can be called with phrase, the act of affecting someone (Rahardi, 2009:17). In perlocutionary, there is an influence affect because the speaker tries to influence the listeners to do what he or she wants to do. This is called as perlocutionary effect.

Table 4.3, Table perlocutionary act

Perlocutionary act		
First meetings	**Second meetings**	**Total**
7	13	20

In perlocutionary act, the researcher found that there is 20 utterances from the teacher that can be categorized as perlocutionary act, the researcher found 7 utterances in data transcript first meeting

and 13 utterances in data transcript second meeting this data was classified as commanding, informing, and suggesting.

a. Commanding

There was 17 utterances that were classified as commanding during meeting 1 and meeting 2, this data can be seen in the table of data trancript 1 and 2. The example can be seen as follows :

> **Extract 8**
> *T :a pieces of gingger, gingger itu Apa?, the meaning of gingger? Apa? Dicari!*
> *Ss : Jahe*
>
> *{T :a pieces of gingger,what is gingger?, the meaning of gingger? what? Find it!}*
> *{Ss : Jahe}*

The example above was categorized as perlocutionary act because as explained before that perlocutionary act was the act of affecting someone, it meant that when speaker utter their utterances the utterances have an effect to the speaker, from the example above the teacher command the students to find out the meaning of ginger and according to the direct observation, the utterances from the teacher effecting the student because the students directly opened their dictionary and looked for the meaning of the ginger.

b. informing

Based on the data the researcher classified that, there were 2 utterances in perlocutionary act that can be classified as informing. This data can be seen in the table of data transcript 1. The example can be seen as follows :

Extract 9
T: masak mie? Bisa ji. Masak telur, masak nasi tadi, atau cara menggunakan computer atau cara menggunakan jilbab pasmina bisa juga. Yang jelas harus do the best,kalau selesai kumpul mi baru kuperiksa,Tinggal 10 menit waktunya baru kumpul.

{T: cook noodles? Can. Cook eggs, cook rice, or how to use a computer or how to use a hijab pasmina. the important thing is you have to do the best, if finish collect it and I will check, 10 minutes left and collect it.}

The example above was categorized as perlocutionary act beacause as explained before that perlocutionary act is when the speaker utterances effecting to the hearer and from the example above when the teacher informed the student about the time that was almost finish, some of the students directly collected their task and some of them was doing it in a hurry.

c. Suggesting

There was 1 utterance that were classified as suggesting in perlocutionary act, this data can be seen in the table of data trancript 2. The example of the data can be seen as follows :

Extract 10
T : dikertas saja, ditulis dikertas saja atau samping LKS itu kan ada keterangan. Subject sudah, object juga sudah, jadi kalia bisa tulis samping samping, contohnya subject ini, contohnya object ini begitu.itu diketerangan subject dan object di LKS sudah ada! kalian tinggal tulis contoh contohnya saja

{T: Just in the paper, written only in the paper or beside the LKS there is a statement. The subject is already, the object is also already, so you can write side by side, for example this subject, for example this object is like that. The subject and object on the LKS are already there! you just have to write an example.}

The example above was categorized as perlocutionary act because here, when the teacher was suggested the students to wrote in a paper the students directly did it.

b. Cooperative Principles that were Obeyed and Violeted by Teachers

This part reveals the cooperative principless which were obeyed or violated by the teacher in the teaching learning process. As explained before in chapter 2 Grice (1975:45) has divided cooperative principles into four maxims that was, maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. According to the data, the researcher found that there are 20 utterances obeyed and 27 utterances that were violated by the English teacher in maxim quantity.

In maxim quality the researcher found that there are 44 utterances obeyed of the English teacher and found 1 utterances that violated the maxim, in maxim of relation the researcher found 35 utterances of the English teacher obeyed the maxim and did not found utterances that violated the maxim, and in the maxim of manner the researcher found that there are 113 utterances obeyed the maxim and 6 utterances violated the maxim.

1. Maxim of quantity

Maxim quantity intends the speaker given contribution as much as required.Maxim of quantity means that the utterances has to show the aim proper with the context of communication. The information is proportional, not too much and less.

Table 4.4, table maxim of quantity

Maxim of quantity			
Status	**First meetings**	**Second meetings**	**Total**
Obeyed	13	7	20
Violated	13	14	27

Based on the data, the teacher obeyed the maxim of quantity 20 times and violated 27 times the maxim of quantity, in detail the teacher was obeyed 13 times in first meetings and 7 times in second meetings, and then the teacher violated 13 times in first meetings and 14 times in second meetings. For the example of the data is :

> **Extract 11**
> *T :Kemudian generic structure dari prosedural text itu ada tiga. Generic structure adalah bagian-bagian dari prosedural text,Yang pertama??Cepat!Apa?*
> *Ss :Goal*
>
> *{T: Then there are three generic structures of procedure text. The generic structure is the parts of procedural text, the first ?? Quick! What?}*
> *{Ss :Goal}*

The data is took from the first meetings, here the teacher was obeyed the maxim of quantity becuase the teacher do not make her contribution more informative than is required. The other example is :

> **Extract 12**
> *T: mother kalau diganti dalam pronoun, mother itu jadi apa ?*
> *S: she*
>
> *{T: mother if replaced in pronoun, what mother is it}*
> *{S: she}*

Different from the previous example, here the teacher was violated the maxim of quantity because the teacher here repeated the world *"mother"* , here if the teacher just say "*mother kalau diganti jadi pronoun itu jadi apa ?"* it will be obeyed the maxim of quantity but here the teacher more informative than is required so the teacher violated the maxim of quantity.

2. Maxim of quality

Maxim quality obligates the speaker said truly. Try to make your contribution one that is true.This maxims means that people cannot say something if there is any doubtful with the fact. The utterances must have strengthened of the fact.

Table 4.5, table maxim of quality

Maxim of quality			
Status	First meetings	Second meetings	Total
Obeyed	22	23	45
Violated	-	-	-

Based on the data, the researcher found that there are 45 utterances that obeyed maxim of quality which is 22 utterances in first meetings and 23 utterances in second meetings.

For the example of the data is :

Extract 13
T :lembut, lunak, empuk itu arti dari tender. Become, Become itu apa?
Ss :menjadi

{T : soft, soft, soft is the meaning of the tender. Become, what is Became? }
{Ss :menjadi}

From the example above, the teacher was obeyed the maxim of quality because the information that given by the teacher about tender is a fact, so the teacher did not given a wrong information to the students. The other example is :

Extract 14
T: sekarang buka LKSnya halaman 25, disitu ada kata pronoun.
S:iya bu

{T: now open the LKS page 25, there is the word pronoun there}
{S:yes mam}

Here the teacher also obeyed the maxim of quality because the teacher was given a true information to the students about there is a pronoun word in the book page 25, so the information from the teacher is a truth and it is obeyed the maxim of quality.

3. Maxim of relation

Maxim of relation has a meaning that utterances which uttered by speaker must be relevant. It must be conformed to the context. According to the data researcher found that there are 10 utterances that obeyed the maxim in the first meetings and 27 utterances that obeyed the maxim in the second meetings, in the maxim of relation the researcher did not found utterances that violated the maxim.

Table 4.6, table maxim of relation

Maxim of relation			
Status	First meetings	Second meetings	Total
Obeyed	10	27	37
Violated	-	-	-

The example of the data is :

Extract 15
T : Good Morning, class?
S : Good Morning, mam.

From the example above the researcher found that the English teacher obeyed the maxim of relation because here the teacher utterances is related to the time in the teaching learning process. The other example is :

Extract 16
T: kata ganti disitu ada subject object sama apa lagi ?
S: possessive

{T: there is a pronoun subject and object there, and then what else ?}
{S: possessive}

From the example above, the teacher obeyed the maxim of relation because in the utterances the researcher underlined the world "*disitu"* it is mean that the teacher talk about somthing that the students have and according to the direct observation it is related to the hand book that the students use in teaching learning process, so the utterances from the teacher is obeyed the maxim of relation.

4. Maxim of manner

Maxim of manner shows detail of information which needed by the hearer. This maxim obligates the speaker to speak directly, clear, not ambiguous, strong of the reality, and orderly.

Table 4.7, table maxim of manner

Maxim of manner			
Status	First meetings	Second meetings	Total
Obeyed	71	44	115
Violated	1	8	9

According to the data, the researcher found that there are 114 utterances that obeyed maxim of manner which is 71 in first meetings and 44 in second meetings, and also in the researcher found that there are 9 utterances from the teacher that violated the maxim of manner which is 1 in first meetings and 8 in second meetings.

The example of the data is :

Extract 17
T : Oke, tadi ada tiga bagian yang pertama itu goal yang kedua itu material dan yang terakhir itu?
Ss : step

{T : Okay, there were three parts that the firtswas goal and the second was material and the last one was that?}
{Ss : step}

From the example above the teacher was obeyed the maxim of manner bicause in the utterances the teacher speak directly, clear, not ambiguous, strong of the reality, and orderly.

The other example is :

Extract 18
T : kalau kalian belum sarapan ayo kita buat sarapannya dulu.
Biasanya kalian sarapan apa?
Ss ; Nasi

{T : if you haven't breakfast, let's make breakfast first. What do
you usually eat?}
{Ss ; rice}

From the data above the teacher was violated the maxim of
manner because the utterances was ambigous, iy is abigous because the
utterances tell the students that they want to make the breakfast, it make
the peseption that they will make a breakfast with true but the teacher
did not have a meaning that she want to make a real breakfast, so from
the utterances the teacher was violated the maxim of manner.

B. Discussion

In the discussion section, the researcher showed the answer of the first
research question about the kinds of speech act that found in the teacher
utterances and the kind of cooperative principles that obeyed and violated by
the English teacher utterances. The kinds of speech act and the cooperative
principles that are obeyed and violated by the English teacher has been
presented on the data result in the previous part of this chapter.

1. The kinds of Speech Act Found from the Teacher's Utterances

Based on the findings, it shown the kinds of speech act that were
found in the teacher's utterances at eleventh grade of SMA
Muhammadiyah disamakan Makassar. The kinds of speech act that

found from the teacher utterances were locutionary act, perlocutionary act, and illocutionary act.

The locutionary act is the the act of says something that there is no intention of the utterances or the utterances has a literal meaning. In the teaching learning process, the teacher uttered locutionary act for three times, locutionary act that the teacher uttered did not have an intention in it or the utterances was just have a literal meaning.

the total utterances that categorized as locutionary act in the teacher utterances was 3, locutionary act was the most rarely speech act that were found in the teacher utterances, based on the interview, it is because most of the teacher utterances was had an intention on it, so in the researcher found locutionary act very rarely in the teacher utterances.

As mentioned before the researcher also found the other kinds of speech act from the teacher utterances that is illocutionary act, the total of the illocutinary act that found from the teacher utterances is 113 utterances which were 69 in first meeting and 44 utterances in second meeting.

The illocutionary act was the kind of speech act which was the most frequently found in the teacher utterances in the class, it according to the interview with the teacher, the teacher said that when he explained the material is not just to informing the students about the material but she try to make the students understand about the material,

so it is means that from the teacher utterances when she explined material it is have an intention in the utterances, and also the teacher said that some times she did not directly command the students ask about the material but she asked about the students understand so the students will ask when they do not understand the material.

This findings were in line with Nurani (2015) found that Directives illocutionary act was the most performed speech acts by the teacher during the meetings of English teaching and learning activities which occurred in 440 utterances (62.77%). It because illocutionary can be applied in the teaching and learning process to manage and control the activities and the students during the teaching and learning process.

The next kind of speech act that was found in the teacher utterances was perlocutionary act. Perlocutionary was the act of saying something that given an effect to the hearer. As explained in the findings the researcher was found 20 utterances that categorized as perlocutionary act which is 7 in first meetings and 13 in second meetings. In perlocutionary act, the utterances from the teacher was have an effect to the students when the teacher utter her utterances, it makes the students directly do something when the teacher utter her utterances.

2. The Cooperative Principles That were Obeyed and Violated by the English Teacher

As explained before that there four kind of maxim that the researcher analyzed in the cooperative principles they are maxim of quantity, maxim of quality, maxim of relation and maxim of manner. Acording to the findings section, in the maxim of quantity the teacher obeyed the maxim for 20 times and violated the maxim for 27 times, the maxim of quantitiy is the cooperative principles that intends the speaker to given contribution as much as possible but not too much and not less.

During teaching learning process in the first and second meetings the teacher sometimes given an information to the students to much than it required, sometimes the teacher repeated the same words that had an same meaning so it made the utterances from the teacher violated the maxim of quantity.

In the maxim of quality the teacher obeyed the maxim for 45 times and never violated the maxim, the maxim of quality was the cooperative principles that obligates the speaker to speak truly. The teacher violated the maxim of quality for one time it is happen when the teacher translated some words into English form and made a mistake with the translate.

The next is maxim of relation, maxim of relation is the maxim that obligated the speaker to speak relevant to the situations, in the

classroom the teacher obeyed the maxim of relation for 36 times and never violated the maxim of relation. From the 36 utterances, the teacher obeyed maxim of relation because the teacher utterances was relevant with the situation happened in classroom.

The last is maxim of manner, in maxim of manner the teacher obeyed the maxim for 115 times and violated the maxim 9 times, the maxim of manner was the cooperative principles that obligated the speaker to speak clearly or not abigous. The maxim of manner was the most frequently maxim that obeyed by the teacher in her utterances. This findings was in line with Fatimah (2014), she found that the maxim of manner was the most frequently cooperative principle that found in her research which is 40% utterance. In maxim of manner the teacher was speak clearly and not ambigous in her utterances but sometimes the teacher speak ambigous to the students and violated the maxim.

CHAPTER V

A. Conclusion

Based on the findings of the research, the researcher would to make a conclusion by showing the result of the observation and interview towards the teacher.

1. There are three kinds of speech act that were found in the teacher's utterances, namely locutionary act, illocutionary act, and perlocutionary act.

2. The teacher obeyed all of the cooperative principle namely maxim of quantity, maxim of quality, maxim of realation, and maxim of manner. The teacher obeyed the cooperative principles 214 times in her utterances and violated 32 times cooperative principles in her uttderance, in specific, the teacher obeyed maxim of quantity 20 times, maxim of quality 45 times, maxim of relation 35 times and maxim of manner 114 times and the teacher also violated the maxim of quantity for 27 times, maxim of manner 5 times and never violated maxim of relation and maxim of quality.

B. Suggestions

From the findings presented earlier in the chapter four, there are some suggestions that can be taken as a consideration that may be useful for the teacher.

1. The teacher should know about the kinds of speech act and apply the right kinds of speech act in her utterances because it givens a strong impact to the student understanding about the material that the teacher delivered.

2. The teacher should know about the cooperative principles so the teacher will not violated the cooperative principles when she utter her utterances.

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Appendix A

Table transcript Cooperative principles first meetings

NO	UTTERANCE	COOPERATIVE PRINCIPLE			
		MAXIM OF QUANTITY	MAXIM OF QUALITY	MAXIM OF RELATION	MAXIM OF MANNER
1	T : Assalamualaikum Warohmatullahi Wabarokatu S : Wa‟alaikumsalam Warohmatullahi Wabarokatu				Obeyed
2	T : Good Morning, class? S : Good Morning, mam.			Obeyed	Obeyed
3	T : How are you? S : I‟m fine, and you?				Obeyed
4	T : I‟m fine, thank you, semua sudah sarapan? S ; Sudah mam	Obeyed			Obeyed
5	T : Ada yang belum sarapan? S : Ada	Violated			Obeyed
6	T : kalau kalian belum sarapan ayo kita buat sarapannya dulu. Biasanya kalian sarapan apa? Ss ; Nasi			Obeyed	Violated
7	T: Sebelum menjadi nasi itu akan berwujud apa? Ss :Beras				Obeyed
8	T : kalau mau jadi beras?.....Eh kalau mau jadi nasi jadi beras harus di? Ss: masak	Violated			Obeyed
9	T : materi kita hari ini, yaitu prosedural text. Ada yang pernah dengar prosedural text? Ss :pernah	Obeyed			obeyed
10	T: Apa itu prosedural text?				Obeyed

	Ss : berkaitan dengan cara				
11	T: prosedural text adalah text yang isinya terkadang dengan cara membuat atau mengoprasikan sesuatu secara berurutan dari awal sampai akhir. Biasa juga prosedural text menyebutkan berbagai bahan atau alat yang diperlukan. mam ulangi lagi yaa Prosedural text yaitu dengan cara membuat sesuatu, cara membuat sesuatu. Contohnya membuat nasi . Bahanya apa? Ss :beras	Violated	Obeyed		Obeyed
12	T : selain beras? Ss ;air				Obeyed
13	T:beras dan air Itu bahan-bahan dari membuat nasi. Kemudian tujuan dari prosedural text adalah menggambarkan bahwa sesuatu yang dikerjakan sesuai dengan aturan, mulai dari langkah-langkah dijelaskan dengan teratur. Jadi ada carannya. Prosedural text adalah sesuatu dengan cara yang benar. Tujuannya untuk apa ?Agar cara cara tersebut dilakukan supaya menjadi sesuatu yang diinginkan. Contohnya tadi	Obeyed	Obeyed		Obeyed

	membuat? Ss :Nasi!				
14	T :membuat nasi bahannya apa? Ada nasi eh ada beras kemudian ada? Ss :air	Violated			Obeyed
15	T :Kemudian generic structure dari prosedural text itu ada tiga. Generic structure adalah bagian-bagian dari prosedural text,Yang pertama??Cepat!Apa? Ss :Goal	Obeyed	Obeyed	Obeyed	Obeyed
16	T :goal atau? Ss : tujuan				Obeyed
17	T :tujuan dalam pembuatana atau mengoprasikan sesuatu And then, yang kedua? Ss :Material	Violated		Obeyed	
18	T : Material, material juga disebut dengan? Ss :Bahan-bahan	Violated			Obeyed
19	T :Material adalah bahan-bahan yang diperlukan untuk melakukan sesuatu. The next step yaitu, adalah langkah-langkah. Bagian ini memuat langkah-langkah atau urutan yang harus dilakukan agar tujuan tersebut tercapai. Jadi bagian-bagian dari generic structure dari prosedural text itu ada tiga,yang pertama itu? Ss :goal	Violated	Obeyed		Obeyed
20	T :yang kedua? Ss :material				Obeyed

21	T :yang ke tiga? Ss :step				Obeyed
22	T :Bagian dari generic structure itu ada tiga tadi, nah tujuannya, goal nya mana? A mug bean porridge Ini goal nya, tujuannya, goalnya ada diatas, tujuannya untuk apa? Untuk membuat mug bean porridge itu adalah Mug itu mangkuk, bean kacang Ini adalah bagian dari goal, tujuan Nah, generic structure yang kedua, goalnya sudah, yang kedua apa? Ss : Material	Violated	Obeyed	Obeyed	
23	T : Material atau ingredient, itu disebut dengan bahan-bahan. Kalau kamu mau membuat mug bean, mug bean porridge, bubur kacang ijo, bahan bahan yang kamu perlukan itu apa? One, a cup of bean, cup itu apa? Nah, cup itu mangkuk, One cup of bean sama dengan satu mangkuk kacang hijau!. Trus yang kedua? Ss :four tablespoons of sugar	Violated	Obeyed		Obeyed
24	T : four tablespoons of sugar, sugar itu apa? Ss : Gula				Obeyed
25	T :ini empat sendok makan gula, then ?				Obeyed

	Ss :half a teaspoon of salt				
26	T : half a teaspoon of salt, salt itu apa? Ss :Garam				Obeyed
27	T :garamnya itu berapa? Ss :setengah sendok teh				Obeyed
28	T :setengah sendok teh. Kemudian, four cup of water. Water itu apa? Ss :air		Obeyed		Obeyed
29	T :airnya how many? Ss : empat gelas air				Obeyed
30	T :a pieces of gingger, gingger itu Apa?, the meaning of gingger? Apa? Dicari! Ss : Jahe			Obeyed	Obeyed
31	T :apa itu piece? Ss : potongan kecil				Obeyed
32	T : two sheets of pandan leaves, Pandan itu apa? Daun pandan, Leaves itu? S : Daun		Obeyed		Obeyed
33	T : Berapa lembar daun, how many? Ss : Dua lembar				Obeyed
34	T : Dua lembar daun? Ss : Pandan				Obeyed
35	T :ingredients, bahan –bahan yang kita butuhkan kalau mau membuat mug bean porridge itu berapa? One, two, three, four, five, six, seven, berapa? Ss :six	Violated			Obeyed
36	T :Apa saja? Ss :a cup of bean				Obeyed
37	T : Kemudian? Ss : four tablespon of				Obeyed

	sugar				
38	T :salt, water, sugar, gingger, pandan, berarti sudah ketemu dua generic structure dari prosedural text, and then, terakhir, the last of generic structure apa? Ss : step			Obeyed	Obeyed
39	T ; step, step dalam membuat mug bean porridge, step yang pertama, jangan one tapi apa? First, first step, what is the first step? Ss :wash the bean porridge	Obeyed	Obeyed		Obeyed
40	T : Wash itu cuci, yang dicuci apa? Ss : kacang,	Obeyed	Obeyed		Obeyed
41	T : kacang, kacangnya di? Ss : cuci				Obeyed
42	T : kemudian, crash the gingger, apa yang dipukul? Ss : Jahe		Obeyed		Obeyed
43	T; Hancurkan jahe,the third step, boil, Boil the water and the gingger, boil itu apa? Ss :masak	Violated	Obeyed		Obeyed
44	T :Masak air dan juga? Ss : Jahe				Obeyed
45	T: And then selanjutnya, put the bean into boiling water, Put? The meaning dari put? Ss : Masukkan	Violated	Obeyed		Obeyed
46	T : masukkan, Masukkan kacang kedalam boiling	Obeyed	Obeyed		Obeyed

	water! Boiling itu? Ss :mendidih				
47	T ; Water? Ss :air				Obeyed
48	T : Apa yang dimasukan? Ss :Kacang				Obeyed
49	T : Masukkan kacang kedalam air ? Ss : Mendidih				Obeyed
50	T : and then selanjutnya, wait the bean become tender. Tender itu apa?what the meaning of tender? Coba dicari Ss :lembut atau lunak		Obeyed		Obeyed
51	T :lembut, lunak, empuk itu arti dari tender. Become, Become itu apa? Ss :menjadi	Obeyed	Obeyed		Obeyed
52	T :menjadi. Wait the bean become tender, jadi kalau diartikan arti semuanya? Ss : Tunggu kacang menjadi lunak				Obeyed
53	T : Lunak atau empuk!. And then selanjutnya ? Ss : at the salt pandan leaves, and then sugar				Obeyed
54	T : add the salt pandan leaves, and then sugar! Add itu tambahkan, apa yang ditambah? Ss :garam, pandan dan juga gula	Obeyed	Obeyed		Obeyed
55	T : and then dimasak lagi berapa menit? Ss : 30 menit				Obeyed
56	T : thirty minutes, serve it when its warm Nah ini the last		Obeyed		Obeyed

	step, step yang terakhir ini diminta untuk menyajikan dalam keadaan? Ss : Panas				
57	T : inilah bagian-bagian dari apa tadi? Ss : Generic structure				Obeyed
58	T :prosedural text. Ada tiga bagian there are three poin of Prosedural text Yang first goal, the second ingredients, the last is step! Jangan sampai kamu nanti dibagian ke dua dari material, materialnya tujuh, tapi yang dimasukan enam, bahan-bahanmu yang satu tidak dipakai! Jangan itu, ya! Semua bahan harus dimasukan kedalam step, ya Ss : Ya mam	Obeyed	Obeyed		Obeyed
59	T : Kemudian step ini jangan kalian nanti disini ada kata-kata, masukan apa? Santan setelah air mendidih padahal diatas itu tidak ada santan ya. Jadi bahan itu ada, bahan itu dimasukan kemudian dalam step-stepnya jangan ada bahan yang tidak tertulis tapi kalian masukkan!Ini adalah bagian-bagian dari? Ss : prosedural text	Violated			Obeyed
60	T :oke, Paham? Ss ;Paham				Obeyed
61	T : Nah ada berapa bagian tadi				Obeyed

No	Utterance				
	Ss : Tiga				
62	T : the first? Ss : goal				Obeyed
63	T : Second? Ss : Material				Obeyed
64	T : The last? Ss : Step				Obeyed
65	T : Gampang ya? do you understand? Ss :understand!				Obeyed
66	T : you get it? You get it itu sama dengan understand, kalian paham? Ss : iya bu		Obeyed		Obeyed
67	T : Oke, tadi ada tiga bagian yang pertama itu goal yang kedua itu material dan yang terakhir itu? Ss : step		Obeyed		Obeyed
68	T : Oke sekarang make a group, one group is consist two person, satu groub itu terdapat dua? Ss : Orang	Obeyed			Obeyed
69	T : Sekarang kalian buat prosedural text, Terserah kalian mau buat apa. Mau buat jelly, mau masak mie boleh ji terserah kalian , prosedural text itu tidak hanya membuat atau bagaimana memasak atau membuat sesuatu, tapi juga digunakan untuk melakukan/ mengoprasikan sesuatu, contohnya mengoprasikan hape, how to used handphone?	Obeyed	Obeyed		Obeyed

	Bagaimana menggunakan hape. Itu tujuannya, nanti langkah-langkahnya atau bahan-bahannya apa, tidak harus Cuma memasak. Nah buat maki group, one group consist of two person.				
70	T ; apa? Masak air? Ss :masak nasi bu!			Obeyed	Obeyed
71	T: tugas betulan ini nah, do the best lakukan yang terbaik, dan you get the best score karena ku ambil itu nilainya perkelompok. Kira kira apa mau kalian masak? Ss : mie mam?			Obeyed	Obeyed
72	T: masak mie? Bisa ji. Masak telur, masak nasi tadi, atau cara menggunakan computer atau cara menggunakan jilbab pasmina bisa juga. Yang jelas harus do the best,kalau selesai kumpul mi baru kuperiksa,Tinggal 10 menit waktunya baru kumpul.	Obeyed			Obeyed
73	T : oke, karena guru-guru mau rapat, jadi kumpul saja itu dimejaku. Ss : iya bu	Obeyed		Obeyed	Obeyed
74	T: Oke see you tomorrow Ss : see you				Obeyed
75	T: assalamualaikum warohmatulllahi wabarokatuh				Obeyed

	Ss :waalaikum salam warohmatullahi wabarokatuh				

Appendix B

Table transcript Speech Acts first meetings

NO	UTTERANCE	SPEECH ACT		
		Locutionary	Illocutionary	Perlocutionary
1	T : Assalamualaikum Warohmatullahi Wabarokatu S : Wa"alaikumsalam Warohmatullahi Wabarokatu		✓	
2	T : Good Morning, class? S : Good Morning, mam.		✓	
3	T : How are you? S : I"m fine, and you?		✓	
4	T : I"m fine, thank you, semua sudah sarapan? S ; Sudah mam		✓	
5	T : Ada yang belum sarapan? S : Ada		✓	
6	T : kalau kalian belum sarapan ayo kita buat sarapannya dulu. Biasanya kalian sarapan apa? Ss ; Nasi		✓	
7	T: Sebelum menjadi nasi itu akan berwujud apa? Ss :Beras		✓	
8	T : kalau mau jadi beras?.....Eh kalau mau jadi nasi jadi beras harus di? Ss: masak		✓	
9	T : materi kita hari ini, yaitu prosedural text. Ada yang pernah dengar prosedural text? Ss :pernah		✓	
10	T: Apa itu prosedural text? Ss : berkaitan dengan cara		✓	
11	T: prosedural text adalah text yang isinya terkadang dengan cara membuat atau mengoprasikan sesuatu secara berurutan dari awal sampai akhir. Biasa juga prosedural text menyebutkan berbagai bahan atau alat yang diperlukan. mam ulangi lagi yaa Prosedural text yaitu dengan cara membuat sesuatu, cara membuat sesuatu. Contohnya membuat nasi .		✓	

	Bahanya apa? Ss :beras			
12	T : selain beras? Ss ;air		✓	
13	T:beras dan air Itu bahan-bahan dari membuat nasi. Kemudian tujuan dari prosedural text adalah menggambarkan bahwa sesuatu yang dikerjakan sesuai dengan aturan, mulai dari langkah-langkah dijelaskan dengan teratur. Jadi ada carannya. Prosedural text adalah sesuatu dengan cara yang benar. Tujuannya untuk apa ?Agar cara cara tersebut dilakukan supaya menjadi sesuatu yang diinginkan. Contohnya tadi membuat? Ss :Nasi!		✓	
14	T :membuat nasi bahannya apa? Ada nasi eh ada beras kemudian ada? Ss :air		✓	
15	T :Kemudian generic structure dari prosedural text itu ada tiga. Generic structure adalah bagian-bagian dari prosedural text,Yang pertama??Cepat!Apa? Ss :Goal			✓
16	T :goal atau? Ss : tujuan		✓	
17	T :tujuan dalam pembuatana atau mengoprasikan sesuatu And then, yang kedua? Ss :Material		✓	
18	T : Material, material juga disebut dengan? Ss :Bahan-bahan		✓	
19	T :Material adalah bahan-bahan yang diperlukan untuk melakukan sesuatu. The next step yaitu, adalah langkah-langkah. Bagian ini memuat langkah-langkah atau urutan yang harus dilakukan agar		✓	

	tujuan tersebut tercapai. Jadi bagian-bagian dari generic structure dari prosedural text itu ada tiga,yang pertama itu? Ss :goal			
20	T :yang kedua? Ss :material		✓	
21	T :yang ke tiga? Ss :step		✓	
22	T :Bagian dari generic structure itu ada tiga tadi, nah tujuannya, goal nya mana? A mug bean porridge Ini goal nya, tujuannya, goalnya ada diatas, tujuannya untuk apa? Untuk membuat mug bean porridge itu adalah Mug itu mangkuk, bean kacang Ini adalah bagian dari goal, tujuan Nah, generic structure yang kedua, goalnya sudah, yang kedua apa? Ss : Material		✓	
23	T : Material atau ingredient, itu disebut dengan bahan-bahan. Kalau kamu mau membuat mug bean, mug bean porridge, bubur kacang ijo, bahan bahan yang kamu perlukan itu apa? One, a cup of bean, cup itu apa? Nah, cup itu mangkuk, One cup of bean sama dengan satu mangkuk kacang hijau!. Trus yang kedua? Ss :four tablespoons of sugar		✓	
24	T : four tablespoons of sugar, sugar itu apa? Ss : Gula		✓	
25	T :ini empat sendok makan gula, then ? Ss :half a teaspoon of salt		✓	
26	T : half a teaspoon of salt, salt itu apa? Ss :Garam		✓	
27	T :garamnya itu berapa? Ss :setengah sendok teh		✓	

28	T :setengah sendok teh. Kemudian, four cup of water. Water itu apa? Ss :air		✓	
29	T :airnya how many? Ss : empat gelas air		✓	
30	T :a pieces of gingger, gingger itu Apa?, the meaning of gingger? Apa? Dicari! Ss : Jahe			✓
31	T :apa itu piece? Ss : potongan kecil		✓	
32	T : two sheets of pandan leaves, Pandan itu apa? Daun pandan, Leaves itu? S : Daun		✓	
33	T : Berapa lembar daun, how many? Ss : Dua lembar		✓	
34	T : Dua lembar daun? Ss : Pandan		✓	
35	T :ingredients, bahan –bahan yang kita butuhkan kalau mau membuat mug bean porridge itu berapa? One, two, three, four, five, six, seven, berapa? Ss :six		✓	
36	T :Apa saja? Ss :a cup of bean		✓	
37	T : Kemudian? Ss : four tablespon of sugar		✓	
38	T :salt, water, sugar, gingger, pandan, berarti sudah ketemu dua generic structure dari prosedural text, and then, terakhir, the last of generic structure apa? Ss : step		✓	
39	T ; step, step dalam membuat mug bean porridge, step yang pertama, jangan one tapi apa? First, first step, what is the first step? Ss :wash the bean porridge		✓	
40	T : Wash itu cuci, yang dicuci apa?		✓	

			✓	
	Ss : kacang,			
41	T : kacang, kacangnya di? Ss : cuci		✓	
42	T : kemudian, crash the gingger, apa yang dipukul? Ss : Jahe		✓	
43	T; Hancurkan jahe,the third step, boil, Boil the water and the gingger, boil itu apa? Ss :masak		✓	
44	T :Masak air dan juga? Ss : Jahe		✓	
45	T: And then selanjutnya, put the bean into boiling water, Put? The meaning dari put? Ss : Masukkan		✓	
46	T : masukkan, Masukkan kacang kedalam boiling water! Boiling itu? Ss :mendidih		✓	
47	T ; Water? Ss :air		✓	
48	T : Apa yang dimasukan? Ss :Kacang		✓	
49	T : Masukkan kacang kedalam air ? Ss : Mendidih		✓	
50	T : and then selanjutnya, wait the bean become tender. Tender itu apa?what the meaning of tender? Coba dicari Ss :lembut atau lunak			✓
51	T :lembut, lunak, empuk itu arti dari tender. Become, Become itu apa? Ss :menjadi		✓	
52	T :menjadi. Wait the bean become tender, jadi kalau diartikan arti semuanya? Ss : Tunggu kacang menjadi lunak		✓	
53	T : Lunak atau empuk!. And then selanjutnya ? Ss : at the salt pandan leaves, and then sugar		✓	

54	T : at the salt pandan leaves, and then sugar! Add itu tambahkan, apa yang ditambah? Ss :garam, pandan dan juga gula		✓	
55	T : and then dimasak lagi berapa menit? Ss : 30 menit		✓	
56	T : thirty minutes, serve it when its warm Nah ini the last step, step yang terakhir ini diminta untuk menyajikan dalam keadaan? Ss : Panas		✓	
57	T : inilah bagian-bagian dari apa tadi? Ss : Generic structure		✓	
58	T :prosedural text. Ada tiga bagian there are three poin of Prosedural text Yang first goal, the second ingredients, the last is step! Jangan sampai kamu nanti dibagian ke dua dari material, materialnya tujuh, tapi yang dimasukan enam, bahan-bahanmu yang satu tidak dipakai! Jangan itu, ya! Semua bahan harus dimasukan kedalam step, ya Ss : Ya mam		✓	
59	T : Kemudian step ini jangan kalian nanti disini ada kata-kata, masukan apa? Santan setelah air mendidih padahal diatas itu tidak ada santan ya. Jadi bahan itu ada, bahan itu dimasukan kemudian dalam step-stepnya jangan ada bahan yang tidak tertulis tapi kalian masukkan!Ini adalah bagian-bagian dari? Ss : prosedural text		✓	
60	T :oke, Paham? Ss ;Paham		✓	
61	T : Nah ada berapa bagian tadi Ss : Tiga		✓	
62	T : the first? Ss : goal		✓	

No	Dialogue			
63	T : Second? Ss : Material		✓	
64	T : The last? Ss : Step		✓	
65	T : Gampang ya? do you understand? Ss :understand!		✓	
66	T : you get it? You get it itu sama dengan understand, kalian paham? Ss : iya bu		✓	
67	T : Oke, tadi ada tiga bagian yang pertama itu goal yang kedua itu material dan yang terakhir itu? Ss : step		✓	
68	T : Oke sekarang make a group, one group is consist two person, satu groub itu terdapat dua? Ss : Orang			✓
69	T : Sekarang kalian buat prosedural text, Terserah kalian mau buat apa. Mau buat jelly, mau masak mie boleh ji terserah kalian , prosedural text itu tidak hanya membuat atau bagaimana memasak atau membuat sesuatu, tapi juga digunakan untuk melakukan/ mengoprasikan sesuatu, contohnya mengoprasikan hape, how to used handphone? Bagaimana menggunakan hape. Itu tujuannya, nanti langkah-langkahnya atau bahan-bahannya apa, tidak harus Cuma memasak. Nah buat maki group, one group consist of two person.			✓
70	T ; apa? Masak air? Ss :masak nasi bu!		✓	
71	T: tugas betulan ini nah, do the best lakukan yang terbaik, dan you get the best score karena ku ambil itu nilainya perkelompok. Kira kira apa mau kalian masak? Ss : mie mam?		✓	

72	T: masak mie? Bisa ji. Masak telur, masak nasi tadi, atau cara menggunakan computer atau cara menggunakan jilbab pasmina bisa juga. Yang jelas harus do the best,kalau selesai kumpul mi baru kuperiksa,Tinggal 10 menit waktunya baru kumpul.			✓
73	T : oke, karena guru-guru mau rapat, jadi kumpul saja itu dimejaku. Ss : iya bu			✓
74	T: Oke see you tomorrow Ss : see you		✓	
75	T: assalamualaikum warohmatulllahi wabarokatuh Ss :waalaikum salam warohmatullahi wabarokatuh		✓	

Appendix C

Table transcript Cooperative principles Second meetings

		MAXIM OF QUANTITY	MAXIM OF QUALITY	MAXIM OF RELATION	MAXIM OF MANNER
1	T : Assalamualaikum Warohmatullahi Wabarokatu S: Wa'alaikumsalam Warohmatullahi Wabarokatu				Obeyed
2	T: Good Morning students ? S: good Morning Miss			Obeyed	Obeyed
3	T: How are you ? S: Im fine and you ?				Violated
4	T: Im fine too.	Obeyed			Obeyed
5	T: Nah, pertemuan kemarin itu ada PR tidak ? S: ngak tahu bu, tdk ada bu bukunya di kumpul				Obeyed
6	T: bukunya di kumpul? belum saya periksa? S: belum				Obeyed
7	T: ada yang tidak hadir ? S: tidak ada bu				Obeyed
8	T: sekarang buka LKSnya halaman 25, disitu ada kata pronoun. S:iya bu		Obeyed	Obeyed	Obeyed
9	T: sekarang cari artinya pronoun! S: kata ganti bu				Obeyed
10	T: kata ganti disitu ada subject object sama apa lagi ? S: possesive			Obeyed	Obeyed
11	T: ok, sekarang subject. Subject adalah pelaku dari suatu kejadian, pelaku dari suatu kejadian	Violated	Obeyed		

No	Utterance				
	contohnya saya punya kejadian atau saya puya kalimat dalam bahasa indonesia misalnya saya memasak nasi, pealakunya siapa ? S: saya				
12	T: saya itu sebagai subject, contoh lain give me one example yang disitu kalimatnya mempunyai subject !		Obeyed	Obeyed	Obeyed
13	T: kalimat yang mempunyai subject, kalau saya tadi contohnya itu saya memasak nasi,subjectnya saya, sekarang silahkan buat 1 contoh kaimat dalam bahasa indonesia yang menunjukan bahwa kalimat tersebut memiliki subject S: saya memakan roti	Obeyed	Obeyed		
14	T: saya memakan roti subjectnya siapa ? S: saya				Obeyed
15	T: subject dalam bahasa indonesia itu, saya, kamu, mereka atau nama orang, dalam bahasa inggris itu I, You, they, we, she, he,it.		Violated		
16	T: meaning atau arti dari keseluruhan ini sudah tau ya ? I itu artinya ? S: saya			Obeyed	
17	T: you? S: kamu T: we ?			Obeyed	Violated

	S: kita T: they? S: mereka T: she, he ? S: dia perempuan dia laki-laki T: it ? S: it ?				
18	T: it itu digunakan untuk kata ganti yang subjectnya itu berupa benda atau hewan tunggal.contohnya kucing memakan daging, kucing memakan daging, subjectnya siapa ? S: kucing	Obeyed	Obeyed		Obeyed
19	T: pronoun itu adalah kata ganti, kata ganti dari kucing itu adalah it, kalau kucingnya satu itu it, ini kata ganti benda atau hewan yang jumlahnya satu subject itu biasanya ada di depan. Kalau saya mau buat kata-kata seperti ini, itu menjadi, contohnya apa dari I, you, we, they, she, he, it, itu kamu jadikan subject. Contohnya tadi saya memakan roti, bahasa inggrisnya I am eating bread. Dari kata I am eating bread itu subjectnya I. Kemudian saya punya kalimat ibu memasak nasi, kalau di bahasa iggriskan jadi ? S: mother cooks rice	Violated	Obeyed	Obeyed	
20	T: mother kalau	Violated			Obeyed

	diganti dalam pronoun, mother itu jadi apa ? S: she				
21	T: betul, jadi she cooks rice. Itu untuk subject,kalian harus mengidentifikasi mana subjectnya, ini subject, ini subject. Mereka melihat saya berarti they look atau see me. Nah ini yang kita bahas me atau I,yang saya tekankan disini subject, kalau disini subjectnya itu berupa I, you, we, they, she, he, it. Itu untuk subject.	Violated	Obeyed	Obeyed	
22	T : Kemudian disitu ada pronoun object. Subject ada pertanyaan? S: tidak			Obeyed	Obeyed
23	T : sekarang object, oke see your book, lihat bukumu. Object yang asalnya I berubah menjadi me, you berubah menjadi you, we berubah menjadi us, they berubah menjadi them, she berubah menjadi her, he berubah menjadi him, it berubah menjadi it. Nah itu artinya me, you, us, them, her, him, it itu artinya sama seperti sebelumnya.	Violated	Obeyed	Obeyed	Obeyed
24	T : Kemudian you artinya kamu,ini artinya sama, kamu,		Obeyed	Obeyed	

	kami, mereka, dia perempuan, dia laki-laki, kata ganti benda atau hewan, Cuman beda tempatnya. Kalau ini tempatnya subject. Sorry kalau ini tempatnya object kalau ini tempatnya subject.				
25	T : Contohnya kalau di dalam bahasa indonesia "saya melihat kamu" bebarti subjectnya siapa , berarti subjectnya saya, saya I melihat see kamu you. You disini yang object, kata ganti object .	Violated	Obeyed		Obeyed
26	T ; saya suka kamu, I like you atau I love you, subjectnya siapa? S; I		Obeyed		Obeyed
27	T : You disini sebagai apa? Ss : object			Obeyed	Obeyed
28	T : kalau kalimatnya diubah jadi kamu suka saya maka menjadi Ss : You love me				Obeyed
29	T : Kamu suka saya, you love me atau you love I?. Ss : me.				Obeyed
30	T : kenapa me ?, Karena disini sebagai object jadi berubah menjadi me, subjectnya siapa, you. bagaimana masih bingung? Ss : masih.		Obeyed		Obeyed
31	T : jadi kalau they	Violated	Obeyed		Violated

	berubah menjadi them, she menjadi her dan seterusnya.				
32	T : contohnya saya, saya mendorong agnes, objectnya siapa? saya, mendorong agnes, agnes sebagai object, mendorong ini menjadi kata kerja verb maka bisa dibahasa inggriskan menjadi I push agnes :pernah kalian pergi ke indomart atau bank, ketika kalian mau masuk pintu, dipintunya itu minta dipush, ada tulisannya push artinya apa, dorong! I push agnes, maka kata ganti ini, kata ganti untuk mengganti ini, dia menjadi apa , agnes ini diganti.	Violated	Obeyed	Obeyed	
33	T : agnes sebagai? Ss : Object	Violated		Obeyed	Violated
34	T : Maka kalau objectnya agnes, diganti pronoun object dari pronoun ini dia laki-laki atau dia perempuan? Ss : Perempuan.				Obeyed
35	T : Maka menjadi apa? Ss : I push her	Violated		Obeyed	Violated
36	T : jadi itu penetapan subject jadi object. Jadi beda beda, kalau mereka they subject di object menjadi them,oke ada pertannyaan?Tidak?S		Obeyed		Obeyed

	ekarang ditulis kemudian nanti dilanjut ke possessive. Ss ; bukunya dikumpul bu.				
37	T : dikertas saja, ditulis dikertas saja atau samping LKS itu kan ada keterangan. Subject sudah, object juga sudah, jadi kalia bisa tulis samping samping, contohnya subject ini, conthnya object ini begitu.itu diketerangan subject dan object di LKS sudah ada! kalian tinggal tulis contoh contohnya saja.	Violated	Obeyed	Obeyed	
38	T : sudah? Ada pertanyaan? Any question? Ss : No			Obeyed	Obeyed
39	T : Kalau no berarti sudah paham semuanya ya, Ss : Sudah, Insyaallah			Obeyed	Obeyed
40	T : Subject sudah, object sudah, sekarang possessive, lihat diLKSnya ada Possessive,Possessive itu apa? I menjadi? Ss : my		Obeyed		Obeyed
41	T : you menjadi your, we menjadi our, they menjadi their, she menjadi her, he menjadi his, it menjadi its. Meaningnya sama, artinya sama, Possessive itu menjadi kepemilikan, milik. Nama itu	Obeyed	Obeyed		Obeyed

	adalah milik saya , jadi kalau nama saya itu menjadi? Ss :My name				
42	T : kalau ibu saya, menjadi ? Ss : My mother				Obeyed
43	T : speak loudly please, bicara yang keras! ibumu menjadi ? Ss : your mother			Obeyed	Obeyed
44	T : ibu kita menjadi ? Ss : our mother			Obeyed	Obeyed
45	T : sekali lagi, speak loudly, bicara yang keras Ss : ya bu			Obeyed	Obeyed
46	T : Ibu kita menjadi our mother , jadi, my, your, our, their, her, his, its, itu menunjukan kepemilikan. Contohnya saya bilang kelas kita. jadi possessive digunakan sebelum benda nya.Kelas kita maka menjadi ? Ss : our class		Obeyed		Obeyed
47	T : our class, jangan class we, apalagi kalau bahasa inggrisnya ibu saya itu ya mother I, jangan salah begitu.ibu saya tadi jadi apa? Ss : My mother	Obeyed			Obeyed
48	T : oke one more speak loudly! ibu saya menjadi ? Ss : my mother.			Obeyed	Obeyed
49	T : Possessive itu kepemilikan,	Obeyed	Obeyed		Obeyed

	digunakan untuk menunjukan kalau benda itu milik kita,ada peryanyaan? Ss : tidak				
50	T : jadi silahkan buat lima bahasa inggris five sentence of english yang lima tersebut mempunyai subject. Kedua buat lagi lima yang menunjukan disitu terdapat object, kemudian lima lagi yang ada possessivenya.possessive itu bisa menjadi subject juga bisa menjadi object. Contohnya yang possesive menjadi subject ibu saya memasak nasi. My mother cooks rice,my mother disitu possessive, possessive menjadi? ayo speak loudly, Ss : my mother cooking rice	Violated	Obeyed		Obeyed
51	T : my mother jadi? possessive itu didepan bisa, dia itu possessive, tapi didepan berarti menjadi ? Ss : subject	Obeyed	Obeyed		Obeyed
52	T : oke silahkan buat lima, lima, lima, berarti ada berapa? Ss : Lima belas	Violated			Obeyed
53	T ;Ya dikerjakan! oke saya tinggal dulu, tapi tetep dikerjakan ya?				Obeyed
54	T : sudah	Violated		Obeyed	Obeyed

	selesai?Finish? masih kurang?Oke silahkan dikerjakan dulu, I give you fivety minutes and then submit to my table in myoffice. Silahkan dikerjakan 15 menit kalau sudah 15menit silahkan dikumpulkan di kantor dimeja saya.				
55	T : Oke saya akhiri, See you tommorow? Ss : See you				Obeyed
56	T : oke Wasalamualaikum warohmatullhi wabarokatuh Ss : waalaikumsalam warohmatullahi wabarokatuh				Obeyed

Appendix D

Table transcript Speech Acts Second meetings

NO	UTTERANCE	Speech Act		
		Locutionary	Illocutionary	Perlocutionary
1	T : Assalamualaikum Warohmatullahi Wabarokatu S: Wa'alaikumsalam Warohmatullahi Wabarokatu		✓	
2	T: Good Morning students ? S: good Morning Miss		✓	
3	T: How are you ? S: Im fine and you ?		✓	
4	T: Im fine too.		✓	
5	T: Nah, pertemuan kemarin itu ada PR tidak ? S: tidak tahu bu, tdk ada bu bukunya di kumpul	✓		
6	T: bukunya di kumpul? belum saya periksa? S: belum	✓		
7	T: ada yang tidak hadir ? S: tidak ada bu	✓		
8	T: sekarang buka LKSnya halaman 25, disitu ada kata pronoun. S:iya bu			✓
9	T: sekarang cari artinya pronoun! S: kata ganti bu			✓
10	T: kata ganti disitu ada subject object sama apa lagi ? S: possesive		✓	
11	T: ok, sekarang subject. Subject adalah pelaku dari suatu kejadian, pelaku dari suatu kejadian contohnya saya punya kejadian atau saya puya kalimat dalam bahasa indonesia misalnya saya memasak nasi, pealakunya siapa ? S: saya		✓	
12	T: saya itu sebagai			

	subject, contoh lain give me one example yang disitu kalimatnya mempunyai subject !			✓
13	T: kalimat yang mempunyai subject, kalau saya tadi contohnya itu saya memasak nasi,subjectnya saya, sekarang silahkan buat 1 contoh kaimat dalam bahasa indonesia yang menunjukan bahwa kalimat tersebut memiliki subject S: saya memakan roti			✓
14	T: saya memakan roti subjectnya siapa ? S: saya		✓	
15	T: subject dalam bahasa indonesia itu, saya, kamu, mereka atau nama orang, tapi dalam bahasa inggris itu I, You, they, we, she, he,it.		✓	
16	T: meaning atau arti dari keseluruhan ini sudah tau ya ? I itu artinya ? S: saya		✓	
17	T: you? S: kamu T: we ? S: kita T: they? S: mereka T: she, he ? S: dia perempuan dia laki-laki T: it ? S: it ?		✓	
18	T: it itu digunakan untuk kata ganti yang subjectnya itu berupa benda atau hewan tunggal.contohnya kucing memakan daging, kucing memakan daging,		✓	

	subjectnya siapa ? S: kucing			
19	T: pronoun itu adalah kata ganti, kata ganti dari kucing itu adalah it, kalau kucingnya satu itu it, ini kata ganti benda atau hewan yang jumlahnya satu subject itu biasanya ada di depan. Kalau saya mau buat kata-kata seperti ini, itu menjadi, contohnya apa dari I, you, we, they, she, he, it, itu kamu jadikan subject. Contohnya tadi saya memakan roti, bahasa inggrisnya I am eating bread. Dari kata I am eating bread itu subjectnya I. Kemudian saya punya kalimat ibu memasak nasi, kalau di bahasa iggriskan jadi ? S: mother cooks rice		✓	
20	T: mother kalau diganti dalam pronoun, mother itu jadi apa ? S: she		✓	
21	T: betul, jadi she cooks rice. Itu untuk subject,kalian harus mengidentifikasi mana subjectnya, ini subject, ini subject. Mereka melihat saya berarti they look atau see me. Nah ini yang kita bahas me atau I,yang saya tekankan disini subject, kalau disini subjectnya itu berupa I, you, we, they, she, he, it. Itu untuk subject.		✓	
22	T : Kemudian disitu ada pronoun object. Subject ada pertanyaan?		✓	

	S: tidak			
23	T : sekarang object, oke see your book, lihat bukumu. Object yang asalnya I berubah menjadi me, you berubah menjadi you, we berubah menjadi us, they berubah menjadi them, she berubah menjadi her, he berubah menjadi him, it berubah menjadi it. Nah itu artinya me, you, us, them, her, him, it itu artinya sama seperti sebelumnya.			✓
24	T : Kemudian you artinya kamu,ini artinya sama, kamu, kami, mereka, dia perempuan, dia laki-laki, kata ganti benda atau hewan, Cuman beda tempatnya. Kalau ini tempatnya subject. Sorry kalau ini tempatnya object kalau ini tempatnya subject.		✓	
25	T : Contohnya kalau di dalam bahasa indonesia "saya melihat kamu" bebarti subjectnya siapa , berarti subjectnya saya, saya I melihat see kamu you. You disini yang object, kata ganti object .		✓	
26	T ; saya suka kamu, I like you atau I love you, subjectnya siapa? S; I		✓	
27	T : You disini sebagai apa? Ss : object		✓	
28	T : kalau kalimatnya diubah jadi kamu suka saya maka menjadi Ss : You love me		✓	
29	T : Kamu suka saya, you			

	love me atau you love I?. Ss : me.		✓	
30	T : kenapa me ?, Karena disini sebagai object jadi berubah menjadi me, subjectnya siapa, you. bagaimana masih bingung? Ss : masih.		✓	
31	T : jadi kalau they berubah menjadi them, she menjadi her dan seterusnya.		✓	
32	T : contohnya saya, saya mendorong agnes, objectnya siapa? saya, mendorong agnes, agnes sebagai object, mendorong ini menjadi kata kerja verb maka bisa dibahasa inggriskan menjadi I push agnes :pernah kalian pergi ke indomart atau bank, ketika kalian mau masuk pintu, dipintunya itu minta dipush, ada tulisannya push artinya apa, dorong! I push agnes, maka kata ganti ini, kata ganti untuk mengganti ini, dia menjadi apa , agnes ini diganti.		✓	
33	T : agnes sebagai? Ss : Object		✓	
34	T : Maka kalau objectnya agnes, diganti pronoun object dari pronoun ini dia laki-laki atau dia perempuan? Ss : Perempuan.		✓	
35	T : Maka menjadi apa? Ss : I push her		✓	
36	T : jadi itu penetapan subject jadi object. Jadi beda beda, kalau mereka they subject di object menjadi them,oke ada		✓	

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	pertannyaan?Tidak?			
37	T: Sekarang ditulis kemudian nanti dilanjut ke possessive. Ss ; bukunya dikumpul bu.			✓
38	T : dikertas saja, ditulis dikertas saja atau samping LKS itu kan ada keterangan. Subject sudah, object juga sudah, jadi kalia bisa tulis samping samping, contohnya subject ini, conthnya object ini begitu.itu diketerangan subject dan object di LKS sudah ada! kalian tinggal tulis contoh contohnya saja.			✓
39	T : sudah? Ada pertanyaan? Any question? Ss : No		✓	
40	T : Kalau no berarti sudah paham semuanya ya, Ss : Sudah, Insyaallah		✓	
41	T : Subject sudah, object sudah, sekarang possessive, lihat diLKSnya ada Possessive,Possessive itu apa? I menjadi? Ss : my			✓
42	T : you menjadi your, we menjadi our, they menjadi their, she menjadi her, he menjadi his, it menjadi its. Meaningnya sama, artinya sama, Possessive itu menjadi kepemilikan, milik. Nama itu adalah milik saya , jadi kalau nama saya itu menjadi? Ss :My name		✓	
43	T : kalau ibu saya, menjadi ? Ss : My mother		✓	

44	T : speak loudly please, bicara yang keras! ibumu menjadi ? Ss : your mother			✓
45	T : ibu kita menjadi ? Ss : our mother		✓	
46	T : sekali lagi, speak loudly, bicara yang keras Ss : ya bu			✓
47	T : Ibu kita menjadi our mother , jadi, my, your, our, their, her, his, its, itu menunjukan kepemilikan. Contohnya saya bilang kelas kita. jadi possessive digunakan sebelum benda nya.Kelas kita maka menjadi ? Ss : our class		✓	
48	T : our class, jangan class we, apalagi kalau bahasa inggrisnya ibu saya itu ya mother I, jangan salah begitu.ibu saya tadi jadi apa? Ss : My mother		✓	
49	T : oke one more speak loudly! ibu saya menjadi ? Ss : my mother.			✓
50	T : Possessive itu kepemilikan, digunakan untuk menunjukan kalau benda itu milik kita,ada pertanyaan? Ss : tidak		✓	
51	T : jadi silahkan buat lima bahasa inggris five sentence of english yang lima tersebut mempunyai subject. Kedua buat lagi lima yang menunjukan disitu terdapat object, kemudian lima lagi yang ada possessivenya.possessive itu bisa menjadi subject			✓

	juga bisa menjadi object. Contohnya yang possesive menjadi subject ibu saya memasak nasi. My mother cooks rice,my mother disitu possessive, possessive menjadi? ayo speak loudly, Ss : my mother cooking rice			
52	T : my mother jadi? possessive itu didepan bisa, dia itu possessive, tapi didepan berarti menjadi ? Ss : subject		✓	
53	T : oke silahkan buat lima, lima, lima, berarti ada berapa? Ss : Lima belas		✓	
54	T ;Ya dikerjakan! oke saya tinggal dulu, tapi tetep dikerjakan ya?			✓
55	T : sudah selesai?Finish? masih kurang?Oke silahkan dikerjakan dulu, I give you fivety minutes and then submit to my table in myoffice. Silahkan dikerjakan 15 menit kalau sudah 15menit silahkan dikumpulkan di kantor dimeja saya.		✓	
56	T : Oke saya akhiri, See you tommorow Ss : See you		✓	
57	T : oke Wasalamualaikum warohmatullhi wabarokatuh Ss : waalaikumsalam warohmatullahi wabarokatuh		✓	

Appendix E

Interview guideline

➢ Tujuan dari wawancara ini untuk menggali informasi lebih dalam mengenai instructional language khususnya speech act dan cooperative principle yang terjadi di dalam kelas.

➢ Pertanyaan-pertanyaan di bawah ini berkaitan dengan aspek- aspek instructional language dalam hubungannya dengan speech act dan cooperative principle yang terjadi selama proses belajar mengajar berlangsung di dalam kelas.

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1. Kendala apa saja yang anda temui dalam mengajar bahasa inggris ?

   • Sebenarnya tidak ada yang susah Cuma biasa kita sebagai pengajar harus mengulang-ulang materi pembelajaran agar bisa membuat siswa mengerti tentang materi yang kita bawakan

2. Bagaimana cara anda dalam meningkatkan keaktifan belajar siswa ?

   • Siswa sekarang itu beda dengan siswa pada zaman kami dulu, sekarang siswa tidak bisa terlalu ditekan jadi kita sebagai guru harus memiliki kedekatan dengan siswa agar siswa juga nyaman ketika kita yang mengajar di kelas.

3. Bagaimana cara anda mengatasi jika ada siswa yang tidak aktif dalam merespon pelajaran ?

   • Pertama itu kita harus tau apa sebenarnya kendala dari siswa kita agar kita juga bisa tau langkah apa yang bisa kita ambil untuk membuat siswa tersebut aktif dalam merespon pembelajaran.

4. Apa yang anda lakukan untuk menghindari kesalah pahaman antara pengajar dan siswa dalam proses belajar mengajar?

- Untuk menghindari kesalah pahaman itu saya sebagai guru bahasa inggris itu harus sabar dan pelan – pelan membawakan materi ajar saya, pokoknya kita jelaskan satu persatu sampai siswanya mengerti.

5. Salah satu cara untuk menghindari kesalah pahaman dan meningkatkan pemahaman siswa pada guru dalam kelas adalah dengan menerapkan cooperative principle dan speech act (menjelasakan speech act dan cooperative principle pada guru bersangkutan) menurut anda apakah kedua hal tersebut membantu anda dalam proses pembelajaran?

- Iya kedua hal tersebut sebenarnya sangat membantu dalam pengajaran Cuma kan dalam pelaksanaan belajar mengajar itu kita fokus pada materi dan kadang kita itu mengajar sesuai yang terjadi di lapangan jadi kita tidak terlalu memperhatikan dua hal yang tadi itu.

6. Pada penerapan cooperative principle ada empat jenis maxim yang bisa kita gunakan yaitu maxim of manner, maxim of relation, maxim of quality, maxim of quantity (menjelaskan setiap maxim dari cooperative principle) yang mana yang paling sering anda gunakan?

- Itu mi seperti tadi yang saya bilang kadang kita tidak terlalu perhatikan mi hal – hal seperti itu karena kita harus mengajar sesuai dengan apa yang terjadi di lapangan.

7. Pada penerapan speech act ada tiga jenis speech act yang bisa kita gunakan yaitu locutionary act, illucotionary act, perlocutionary act, yang mana yang paling sering anda gunakan?

- Samaji kayak yang tadi tidak telalu di perhatikanmi. Kan kita itu mengajar harus sesuai dengan kondisi lapangan yang terjadi nah disini itu siswanya nakal – nakal jadi harus pakai kesbaran untuk mengajar mereka.

8. Pada saat observasi langsung yang saya lakukan saya melihat ibu menjelasakan materi tentang pronoun dan prosedure text, yang saya ingin tanyakan pada ibu, apakah dalam menjelaskan materi-materi yang ibu bawakan itu ibu hanya sekedar memberikan informasi pada siswa ataukah ada maksud lain dari setiap penjelasan ibu misalakan informasi itu bukan hanya sekedar di informasikan tapi juga harus membuat siswa paham dan mengerti.

   - Iya kita kan sebagai guru tidak hanya sekedar menyampaikan materi tapi kita itu mengajar supaya siswa paham dan mengerti apa yang kita ajarkan, kalau siswanya tidak paham apa yang kita sampaikan kita kan rugi sebagai guru karena kita bukan hanya pengajar tapi juga pendidik.

9. Pada saat observasi juga melihat di setiap pertemuan ibu memeberikan salam dan bertanya kabar tentang siswa apakah ini hanya sekedar menyapa dan memeberi salam atau juga ada maksud lain bu ?

   - Kalau salam kan kita sebagai islam yang baik apalagi inikan sekolah islam juga jadi memang sudah kebiasan untuk memberi salam sebelum saya masuk mengajar di ruanagan tapi kalau tentang bertanya kabar siswa itu saya memang sengaja suapaya siswa juga terbiasa bertanya kabar dan menjawabnya dalam bahasa inggris makanya saya kalau bertanya kabar mereka itu selalu menggunakan bahasa inggris.

10. Kemudian juga ibu saya melihat pada saat mengajar ibu sering bertanya pada siswa apakah siswa mengerti atau tidak ini dimaksudkan buat apa ibu ?

- Dalam mengajar memang sebelum melanjutkan materi saya harus tau dulu apakah siswa sudah paham apa yang saya jelasakan atau belum, seperti yang saya bilang tadi kalau disini kita harus sabar dan pelan – pelan mengajar agar siswanya paham tentang materi kita makanya setiap mau melanjutkan materi terkadang saya bertanya apakah mereka mengerti atau tidak, sekarang juga kan siswa kalau langsung di suruh bertanya tentang apa yang mereka tidak mengerti itu mereka akan cenderung malu untuk bertanya tapi kalau kita pancing dengan pertanyaan mereka paam atau tidak mereka akan lebih nyaman untuk bilang tidak atau iya,kan mereka itu biasanya berani kalau keroyokan menjawab, jadi kan pas kalau mereka bilang tidak baru kita suruh bertanya, begitu.

APPENDIX F : Dokumentasi

Andi Sawir Saputra, was born on june 11, 1994 in Batangmata, Selayar. From the marriage of his parents Arfin Abdullah and Andi Nur Hayati. He is the second child of two siblings. He has one brother. In 2000 he started her elementary school SDN center batangmata and he finished in 2006. Then, he continued his study in SMPN 1 Bontomate'ne and graduated in 2009. At the same time, he continued in senior high school in SMA Negeri 1 Bontomate'ne and finished her study in 2012. After that, he continued in Muhammadiyah University of Makassar in 2013, and he was accepted as student in English Department of Faculty Teacher Training and Education. At the end, he could finish his thesis in 2019.