



|     |  |   |  |   |  |   |   |  |  |  |  |
|-----|--|---|--|---|--|---|---|--|--|--|--|
| 13. | Today we will continue to the next chapter, there is chapter 11.         | 1 |  |   |  |   |   |  |  |  |  |
| 14. | You can see on page 168!   |   |  |   |  |   | 1 |  |  |  |  |
| 15. | Please listen to me!   |   |  |   |  |   | 1 |  |  |  |  |
| 16. | I'll give you an example, how to pronoun the dialogue!                   |   |  | 1 |  |   |   |  |  |  |  |
| 17. | After that, I'll ask you to read the dialogue!                           |   |  |   |  |   | 1 |  |  |  |  |
| 18. | Understand what I mean?  |   |  | 1 |  |   |   |  |  |  |  |
| 19. | Can you translate what I mean, students?                                 |   |  |   |  |   | 1 |  |  |  |  |
| 20. | Are you ready, students?   |   |  |   |  | 1 |   |  |  |  |  |
| 21. | Can you see the dialogue?  |   |  | 1 |  |   |   |  |  |  |  |
| 22. | Are you ready to study?  |   |  |   |  | 1 |   |  |  |  |  |
| 23. | I'll give you 5 minutes to read again!                                   |   |  |   |  |   | 1 |  |  |  |  |
| 24. | After that, I will call three students to read it in front of the class! |   |  |   |  |   | 1 |  |  |  |  |

|     |   |  |  |   |  |   |  |   |  |  |  |
|-----|---|--|--|---|--|---|--|---|--|--|--|
| 25. | Have you finished, students?  |  |  | 1 |  |   |  |   |  |  |  |
| 26. | Okay, now, I will call you and come here to read the dialogue!                      |  |  |   |  |   |  | 1 |  |  |  |
| 27. | You as Udin, you as Edo, and you as Lina!   |  |  |   |  |   |  | 1 |  |  |  |
| 28. | Please read aloud!  |  |  |   |  |   |  | 1 |  |  |  |
| 29. | Now you see the sentence number two from down!                                      |  |  |   |  |   |  | 1 |  |  |  |
| 30. | Who has come to the front of the class, please translate the dialogue!              |  |  |   |  |   |  | 1 |  |  |  |
| 31. | Please listen to your friends!  |  |  |   |  |   |  | 1 |  |  |  |
| 32. | Please repeat once again!   |  |  |   |  |   |  | 1 |  |  |  |
| 33. | Please read all the dialogues, and give examples of proper reading to your friends! |  |  |   |  |   |  | 1 |  |  |  |
| 34. | Are you want to listen or not?  |  |  |   |  | 1 |  |   |  |  |  |
| 35. | Please move your seat, you've been joking all                                       |  |  |   |  |   |  | 1 |  |  |  |

|     |  |  |  |  |  |   |  |   |  |  |  |
|-----|--|--|--|--|--|---|--|---|--|--|--|
|     | the time, later you read and say you can't!                          |  |  |  |  |   |  |   |  |  |  |
| 36. | Please move your seat first so as not to continue joking!            |  |  |  |  |   |  | 1 |  |  |  |
| 37. | True or false the pronunciation like that?                           |  |  |  |  | 1 |  |   |  |  |  |
| 38. | Please listen to your friend one more time, listen to what he reads! |  |  |  |  |   |  | 1 |  |  |  |
| 39. | Try reading it first, come here!                                     |  |  |  |  |   |  | 1 |  |  |  |
| 40. | Do you want to get point or not?                                     |  |  |  |  | 1 |  |   |  |  |  |
| 41. | Now women used to read in front of the class!                        |  |  |  |  |   |  | 1 |  |  |  |
| 42. | Sit down please!   |  |  |  |  |   |  | 1 |  |  |  |
| 43. | Where are your English books? Please borrow first!                   |  |  |  |  |   |  | 1 |  |  |  |
| 44. | Other students, please listen to your friends in front of the class! |  |  |  |  |   |  | 1 |  |  |  |
| 45. | Do the translation on a piece of paper!                              |  |  |  |  |   |  | 1 |  |  |  |
| 46. | Listen to me!  |  |  |  |  |   |  | 1 |  |  |  |

|     |  |  |  |   |  |   |   |   |  |  |  |
|-----|--|--|--|---|--|---|---|---|--|--|--|
| 47. | Lower your feet, you are so impolite!                          |  |  |   |  |   |   | 1 |  |  |  |
| 48. | Read first, what do you think?                                 |  |  | 1 |  |   |   |   |  |  |  |
| 49. | Try it first, if you don't try it didn't can!                  |  |  |   |  |   |   | 1 |  |  |  |
| 50. | The louder the voice, like you sound when you're joking!       |  |  |   |  |   |   | 1 |  |  |  |
| 51. | What are you doing? Joking from early, listen to your friends! |  |  |   |  |   |   | 1 |  |  |  |
| 52. | Please you practice reading again at home!                     |  |  |   |  |   |   | 1 |  |  |  |
| 53. | Who hasn't read in front of the class?                         |  |  |   |  | 1 |   |   |  |  |  |
| 54. | Please return to your seats!                                   |  |  |   |  |   |   | 1 |  |  |  |
| 55. | Listen to me, there are still many of you who read less!       |  |  |   |  |   |   | 1 |  |  |  |
| 56. | Did you hear what I said?                                      |  |  |   |  |   | 1 |   |  |  |  |
| 57. | We will continue at the next meeting!                          |  |  | 1 |  |   |   |   |  |  |  |
| 58. | Wait a minute, see if your friend are ready or not!            |  |  |   |  |   | 1 |   |  |  |  |

|     |  |   |  |   |  |   |   |  |  |  |  |
|-----|--|---|--|---|--|---|---|--|--|--|--|
| 59. | Today we will discuss about your homework!   | 1 |  |   |  |   |   |  |  |  |  |
| 60. | The task is translate the dialogue into Indonesian!                                | 1 |  |   |  |   |   |  |  |  |  |
| 61. | Before we start the lesson, I will call you one by one!                            |   |  |   |  |   | 1 |  |  |  |  |
| 62. | Your friend is sick or permission?   |   |  |   |  | 1 |   |  |  |  |  |
| 63. | Okay now open your English book!   |   |  |   |  |   | 1 |  |  |  |  |
| 64. | You translate into Indonesian, but before you translate, first you read once more! |   |  |   |  |   | 1 |  |  |  |  |
| 65. | Are you ready to give an example how to read the sentences?                        |   |  |   |  | 1 |   |  |  |  |  |
| 66. | Come on, you come to front of the class!   |   |  |   |  |   | 1 |  |  |  |  |
| 67. | Okay thank you, sit down please.   |   |  |   |  | 1 |   |  |  |  |  |
| 68. | Who the leader of the class?   |   |  | 1 |  |   |   |  |  |  |  |
| 69. | You don't lean like that!  |   |  |   |  |   | 1 |  |  |  |  |
| 70. | Due to the situation outside there are   |   |  |   |  |   | 1 |  |  |  |  |

|     |   |   |  |   |  |   |   |  |  |  |
|-----|---|---|--|---|--|---|---|--|--|--|
|     | activities, please listen to your friends carefully!                            |   |  |   |  |   |   |  |  |  |
| 71. | Please read slowly!   |   |  |   |  |   | 1 |  |  |  |
| 72. | After this I will choose you to repeat reading translate in front of the class! |   |  |   |  |   | 1 |  |  |  |
| 73. | Did those sitting in the back hear your friend?                                 |   |  |   |  | 1 |   |  |  |  |
| 74. | Wait a minute, is it right what your friend said?                               |   |  |   |  | 1 |   |  |  |  |
| 75. | Anyone have another translation?  |   |  | 1 |  |   |   |  |  |  |
| 76. | What form of the verb "saw" is it?  | 1 |  |   |  |   |   |  |  |  |
| 77. | What's the meaning of the "agree"?  | 1 |  |   |  |   |   |  |  |  |
| 78. | What's the meaning of this verb?  | 1 |  |   |  |   |   |  |  |  |
| 79. | That's the answer according to your friend!                                     |   |  | 1 |  |   |   |  |  |  |
| 80. | The translation as the same with your friend's?                                 |   |  |   |  | 1 |   |  |  |  |

|     |   |   |  |   |  |   |  |   |  |  |  |
|-----|---|---|--|---|--|---|--|---|--|--|--|
| 81. | Please attention to the last sentences!                                 |   |  |   |  |   |  | 1 |  |  |  |
| 82. | From this dialogue, you are asked to help write down the experience!    |   |  | 1 |  |   |  |   |  |  |  |
| 83. | There are two text, which one shows the experience?                     | 1 |  |   |  |   |  |   |  |  |  |
| 84. | Please read first!  |   |  |   |  |   |  | 1 |  |  |  |
| 85. | Try an exercise first, which I can't help!                              |   |  |   |  |   |  | 1 |  |  |  |
| 86. | Those who don't want to come on front of the class will not get points! |   |  |   |  |   |  | 1 |  |  |  |
| 87. | Why you can't appreciate your friends in front of the class?            |   |  |   |  | 1 |  |   |  |  |  |
| 88. | Rest now yeah? After the rest, we continue again                        |   |  | 1 |  |   |  |   |  |  |  |
| 89. | Your friends haven't come yet yeah?                                     |   |  |   |  | 1 |  |   |  |  |  |
| 90. | I will read the text, listen to me!                                     |   |  |   |  |   |  | 1 |  |  |  |
| 91. | Can you understand the text?  |   |  |   |  | 1 |  |   |  |  |  |



|      |   |   |  |   |  |   |   |  |  |  |
|------|---|---|--|---|--|---|---|--|--|--|
| 92.  | Almost all sentences of this text are in the previous dialogue                      |   |  | 1 |  |   |   |  |  |  |
| 93.  | Easy isn't it?  |   |  |   |  | 1 |   |  |  |  |
| 94.  | You, please help your friends!  |   |  |   |  |   | 1 |  |  |  |
| 95.  | Is this text a descriptive text or a recount text?                                  |   |  |   |  | 1 |   |  |  |  |
| 96.  | Have you ever studied descriptive text?   |   |  |   |  | 1 |   |  |  |  |
| 97.  | Please learn more about seventh grade material!                                     |   |  |   |  |   | 1 |  |  |  |
| 98.  | Because I won't explain anymore about seventh grade material                        |   |  | 1 |  |   |   |  |  |  |
| 99.  | For the eighth grade we will study other types of text, one of them is recount text |   |  | 1 |  |   |   |  |  |  |
| 100. | Recount text tells about what?  |   |  | 1 |  |   |   |  |  |  |
| 101. | This text tells whose experience?   |   |  | 1 |  |   |   |  |  |  |
| 102. | This text "I" refers to?  |   |  | 1 |  |   |   |  |  |  |
| 103. | "I" refers to the authors   | 1 |  |   |  |   |   |  |  |  |

|      |  |   |  |   |  |  |   |  |  |  |  |
|------|--|---|--|---|--|--|---|--|--|--|--|
| 104. | Recount text in the form of experience, is the experience ongoing or has passed? |   |  | 1 |  |  |   |  |  |  |  |
| 105. | If it's passed, what tenses are included?  | 1 |  |   |  |  |   |  |  |  |  |
| 106. | What is the pattern of simple past tenses?                                       |   |  | 1 |  |  |   |  |  |  |  |
| 107. | Who can write down the pattern of simple past tenses?                            | 1 |  |   |  |  |   |  |  |  |  |
| 108. | Is it true or false that the simple past tenses pattern is like this?            | 1 |  |   |  |  |   |  |  |  |  |
| 109. | In recount text, you will use the simple past tense                              |   |  |   |  |  | 1 |  |  |  |  |
| 110. | What is the general structure of recount text?                                   |   |  | 1 |  |  |   |  |  |  |  |
| 111. | Those are all general structures of recount text                                 | 1 |  |   |  |  |   |  |  |  |  |
| 112. | Can you distinguish which part of the general structure of the recount text?     |   |  | 1 |  |  |   |  |  |  |  |
| 113. | Now, from this text, determine the general                                       |   |  |   |  |  | 1 |  |  |  |  |

|      |  |   |  |   |  |   |  |   |  |  |  |
|------|--|---|--|---|--|---|--|---|--|--|--|
|      | structure of the recount text  |   |  |   |  |   |  |   |  |  |  |
| 114. | From this assignment, please make groups!  |   |  |   |  |   |  | 1 |  |  |  |
| 115. | For how to write it, which includes this section write how many sentences, and so on                     |   |  | 1 |  |   |  |   |  |  |  |
| 116. | For one group, one assignment paper!   |   |  |   |  |   |  | 1 |  |  |  |
| 117. | Because time is up, please continue working at home with the group, and collect them at the next meeting |   |  |   |  |   |  | 1 |  |  |  |
| 118. | Where are your friends? Where is the house?  |   |  |   |  | 1 |  |   |  |  |  |
| 119. | You, please come here, where your tasks?   |   |  | 1 |  |   |  |   |  |  |  |
| 120. | Just this? Where are the other tasks?  |   |  | 1 |  |   |  |   |  |  |  |
| 121. | The last meeting we have study about chapter nine  | 1 |  |   |  |   |  |   |  |  |  |
| 122. | Now, we are go on to next chapter  |   |  |   |  |   |  | 1 |  |  |  |

|      |   |  |  |   |   |  |   |  |  |  |  |
|------|---|--|--|---|---|--|---|--|--|--|--|
| 123. | Before we continue, for questions about the simple past tense already?            |  |  | 1 |   |  |   |  |  |  |  |
| 124. | Please answer the question and use one paper!                                     |  |  |   |   |  | 1 |  |  |  |  |
| 125. | Write your name, your class, and your number                                      |  |  |   |   |  | 1 |  |  |  |  |
| 126. | I give you a time limit to work on, please do it seriously!                       |  |  |   |   |  | 1 |  |  |  |  |
| 127. | You didn't write the question yesterday?  |  |  |   | 1 |  |   |  |  |  |  |
| 128. | For those that have been completed please collect!                                |  |  |   |   |  | 1 |  |  |  |  |
| 129. | Have you finished yet?  |  |  |   | 1 |  |   |  |  |  |  |
| 130. | Please sit in the front!  |  |  |   |   |  | 1 |  |  |  |  |
| 131. | Please those who have finished waiting outside the classroom!                     |  |  |   |   |  | 1 |  |  |  |  |
| 132. | You please continue in the teacher's room, the others please enter the classroom! |  |  |   |   |  | 1 |  |  |  |  |
| 133. | For this task please check together!  |  |  |   |   |  | 1 |  |  |  |  |

|      |   |   |  |   |  |   |  |   |  |  |
|------|---|---|--|---|--|---|--|---|--|--|
| 134. | Who hasn't been able to check yet?                    |   |  |   |  | 1 |  |   |  |  |
| 135. | Attention please! We will discuss the question        |   |  |   |  |   |  | 1 |  |  |
| 136. | Is your friend's answer correct?                      |   |  | 1 |  |   |  |   |  |  |
| 137. | Why you choose the answer?                            |   |  | 1 |  |   |  |   |  |  |
| 138. | Who can give reasons why choose this answer?          |   |  | 1 |  |   |  |   |  |  |
| 139. | Don't know what the reason is?                        |   |  | 1 |  |   |  |   |  |  |
| 140. | Please you write down in white board!                 |   |  |   |  |   |  | 1 |  |  |
| 141. | What are these questions about?                       |   |  | 1 |  |   |  |   |  |  |
| 142. | You often don't go to school, so you don't understand | 1 |  |   |  |   |  |   |  |  |
| 143. | Please understand this note!                          |   |  |   |  |   |  | 1 |  |  |
| 144. | Who doesn't have notes? Please be honest!             | 1 |  |   |  |   |  |   |  |  |

|      |   |   |  |   |  |   |   |  |  |  |  |
|------|---|---|--|---|--|---|---|--|--|--|--|
| 145. | Do you want to study or not? Please note first  | 1 |  |   |  |   |   |  |  |  |  |
| 146. | How do you want to be smart if you don't have notes   | 1 |  |   |  |   |   |  |  |  |  |
| 147. | If you don't understand the simple past tense, it will be difficult for you to study the next chapter |   |  |   |  |   | 1 |  |  |  |  |
| 148. | Which is the correct answer?  |   |  | 1 |  |   |   |  |  |  |  |
| 149. | Who still remembers verbal sentences and nominal sentences?   |   |  |   |  | 1 |   |  |  |  |  |
| 150. | What's wrong? Can anyone be fixed?  |   |  | 1 |  |   |   |  |  |  |  |
| 151. | Is it okay to write it like this?   | 1 |  |   |  |   |   |  |  |  |  |
| 152. | Does anyone have another opinion?   |   |  | 1 |  |   |   |  |  |  |  |
| 153. | From these questions, do you understand the simple past tense?  |   |  |   |  | 1 |   |  |  |  |  |
| 154. | You should look for more examples at home   |   |  |   |  |   | 1 |  |  |  |  |

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|------|--|---|--|--|--|---|--|---|--|--|--|
| 155. | Can search on the internet, to increase your understanding                     |   |  |  |  |   |  | 1 |  |  |  |
| 156. | Now I enter the point  |   |  |  |  |   |  | 1 |  |  |  |
| 157. | Everyone is here today, right?   |   |  |  |  | 1 |  |   |  |  |  |
| 158. | Is it time for rest? I will continue at home later                             |   |  |  |  | 1 |  |   |  |  |  |
| 159. | Only one student absent today?   |   |  |  |  | 1 |  |   |  |  |  |
| 160. | Why he absent today?   |   |  |  |  | 1 |  |   |  |  |  |
| 161. | He is sick?  |   |  |  |  | 1 |  |   |  |  |  |
| 162. | The last meeting we made assignments in groups, let's discuss the assignments! | 1 |  |  |  |   |  |   |  |  |  |
| 163. | Please return to your groups!  |   |  |  |  |   |  | 1 |  |  |  |
| 164. | In your last meeting, you formed a group, which group are you in?              | 1 |  |  |  |   |  |   |  |  |  |
| 165. | Why is it so difficult for your class to be told to be quiet?                  |   |  |  |  | 1 |  |   |  |  |  |
| 166. | Those who didn't go to school yesterday,                                       |   |  |  |  |   |  | 1 |  |  |  |

|      |  |   |  |   |  |  |  |   |  |  |  |
|------|--|---|--|---|--|--|--|---|--|--|--|
|      | please borrow a friend's notes!  |   |  |   |  |  |  |   |  |  |  |
| 167. | Please a group representative read the results of the group!                 |   |  |   |  |  |  | 1 |  |  |  |
| 168. | I'll be waiting for you guys shut up!  |   |  |   |  |  |  | 1 |  |  |  |
| 169. | I can't talk if you talk too!  |   |  |   |  |  |  | 1 |  |  |  |
| 170. | Please remember your groups!   |   |  |   |  |  |  | 1 |  |  |  |
| 171. | Please other groups listen to the group representative in front of the class |   |  |   |  |  |  | 1 |  |  |  |
| 172. | All the teachers also said it was very difficult to teach in this class      | 1 |  |   |  |  |  |   |  |  |  |
| 173. | If you don't want to listen how can the teacher explain?                     | 1 |  |   |  |  |  |   |  |  |  |
| 174. | According to this group the answer, what about the other groups?             |   |  | 1 |  |  |  |   |  |  |  |
| 175. | There are groups that have other opinion?                                    |   |  | 1 |  |  |  |   |  |  |  |



|      |  |   |  |   |  |   |  |   |  |  |  |
|------|--|---|--|---|--|---|--|---|--|--|--|
| 176. | You guys say the same but haven't made it yet!                               |   |  |   |  | 1 |  |   |  |  |  |
| 177. | Now back to your seats, I will give you a test, please make with one a paper |   |  |   |  |   |  | 1 |  |  |  |
| 178. | Who want to read the text?   |   |  | 1 |  |   |  |   |  |  |  |
| 179. | You only quote the text, where are the parts of the text                     |   |  |   |  |   |  | 1 |  |  |  |
| 180. | In orientation it usually explains who the person is and where it happened   | 1 |  |   |  |   |  |   |  |  |  |
| 181. | In events usually explains the activities                                    | 1 |  |   |  |   |  |   |  |  |  |
| 182. | In reorientation usually explains the conclusion                             | 1 |  |   |  |   |  |   |  |  |  |
| 183. | Re-quoting only, not re-creating   |   |  |   |  | 1 |  |   |  |  |  |
| 184. | I give you 20 minutes to do the task   |   |  |   |  |   |  | 1 |  |  |  |
| 185. | Please make it seriously!  |   |  |   |  |   |  | 1 |  |  |  |
| 186. | What are you making this? Please come here                                   |   |  |   |  | 1 |  |   |  |  |  |

|   |  |     |     |    |     |    |      |    |     |  |  |
|---|--|-----|-----|----|-----|----|------|----|-----|--|--|
| 187.  | This is not finished yet, where is the other sentence?                     |     |     |    |     | 1  |      |    |     |  |  |
| 188.  | Please repeat made it!   |     |     |    |     |    |      | 1  |     |  |  |
| 189.  | 10 minutes again!  | 1   |     |    |     |    |      |    |     |  |  |
| 190.  | Who not finished yet?<br>Please raise your hand                            |     |     |    |     |    |      | 1  |     |  |  |
| 191.  | Time is out, please collect the task                                       |     |     |    |     |    |      | 1  |     |  |  |
| 192.  | Who plays ball, come here in front of the class, don't play ball in class! |     |     |    |     |    |      | 1  |     |  |  |
| 193.  | Do not repeat your actions!  |     |     |    |     |    |      | 1  |     |  |  |
| Sub-total                                   |  | 27  | 14% | 40 | 21% | 40 | 21%  | 86 | 44% |  |  |
| Total                                       |  | 193 |     |    |     |    | 100% |    |     |  |  |
| <b>Source: Data Analysis per April 2023</b> |  |     |     |    |     |    |      |    |     |  |  |

**Table. Directive Acts and Sub-Types**

| No. | Utterances        | Directive Types | Sub-Types |   |   |   |   |   |   |   |   |   |  |
|-----|-------------------|-----------------|-----------|---|---|---|---|---|---|---|---|---|--|
|     |                   |                 | T         |   | U |   | V |   | W |   | X |   |  |
|     |                   |                 | F         | % | f | % | F | % | f | % | f | % |  |
| 1.  | Attention please! | Directive       |           |   |   |   |   |   |   |   |   | 1 |  |
| 2.  | Please be quiet!  | Directive       |           |   |   |   |   |   | 1 |   |   |   |  |









|     |  |           |   |  |   |  |  |  |   |  |   |  |
|-----|--|-----------|---|--|---|--|--|--|---|--|---|--|
| 54. | Because time is up, please continue working at home with the group, and collect them at the next meeting | Directive |   |  |   |  |  |  |   |  | 1 |  |
| 55. | Now, we are go on to next chapter  | Directive |   |  |   |  |  |  | 1 |  |   |  |
| 56. | Please answer the question and use one paper!  | Directive |   |  |   |  |  |  |   |  | 1 |  |
| 57. | Write your name, your class, and your number   | Directive |   |  |   |  |  |  |   |  | 1 |  |
| 58. | I give you a time limit to work on, please do it seriously!  | Directive |   |  |   |  |  |  |   |  | 1 |  |
| 59. | For those that have been completed please collect!   | Directive |   |  |   |  |  |  | 1 |  |   |  |
| 60. | Please sit in the front!   | Directive | 1 |  |   |  |  |  |   |  |   |  |
| 61. | Please those who have finished waiting outside the classroom!  | Directive |   |  |   |  |  |  | 1 |  |   |  |
| 62. | You please continue in the teacher's room, the others please enter the classroom!                        | Directive |   |  |   |  |  |  |   |  | 1 |  |
| 63. | For this task please check together!   | Directive |   |  |   |  |  |  | 1 |  |   |  |
| 64. | Attention please! We will discuss the question   | Directive |   |  |   |  |  |  | 1 |  |   |  |
| 65. | Please you write down in white board!  | Directive |   |  | 1 |  |  |  |   |  |   |  |

|     |   |           |  |  |  |  |  |  |   |  |   |  |
|-----|---|-----------|--|--|--|--|--|--|---|--|---|--|
| 66. | Please understand this note!  | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 67. | If you don't understand the simple past tense, it will be difficult for you to study the next chapter | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 68. | You should look for more examples at home   | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 69. | Can search on the internet, to increase your understanding  | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 70. | Now I enter the point   | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 71. | Please return to your groups!   | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 72. | Those who didn't go to school yesterday, please borrow a friend's notes!                              | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 73. | Please a group representative read the results of the group!  | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 74. | I'll be waiting for you guys shut up!   | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 75. | I can't talk if you talk too!   | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 76. | Please remember your groups!  | Directive |  |  |  |  |  |  |   |  | 1 |  |
| 77. | Please other groups listen to the group representative in front of the class                          | Directive |  |  |  |  |  |  | 1 |  |   |  |
| 78. | Now back to your seats, I will give you a test, please make with one a paper                          | Directive |  |  |  |  |  |  | 1 |  |   |  |



|           |  |           |    |          |   |           |      |   |  |    |           |    |           |
|-----------|--|-----------|----|----------|---|-----------|------|---|--|----|-----------|----|-----------|
| 79.       | You only quote the text, where are the parts of the text                   | Directive | 1  |          |   |           |      |   |  |    |           |    |           |
| 80.       | I give you 20 minutes to do the task                                       | Directive |    |          |   |           |      |   |  |    | 1         |    |           |
| 81.       | Please make it seriously!  | Directive |    |          |   |           |      | 1 |  |    |           |    |           |
| 82.       | Please repeat made it!   | Directive |    |          |   |           |      |   |  |    | 1         |    |           |
| 83.       | Who not finished yet? Please raise your hand                               | Directive |    |          |   |           |      | 1 |  |    |           |    |           |
| 84.       | Time is out, please collect the task                                       | Directive |    |          |   |           |      |   |  |    | 1         |    |           |
| 85.       | Who plays ball, come here in front of the class, don't play ball in class! | Directive | 1  |          |   |           |      |   |  |    |           |    |           |
| 86.       | Do not repeat your actions!  | Directive |    |          |   |           |      |   |  |    | 1         |    |           |
| Sub-total |  |           | 5  | 5,8<br>% | 9 | 10,5<br>% |      |   |  | 34 | 39,5<br>% | 38 | 44,2<br>% |
| Total     |  |           | 86 |          |   |           | 100% |   |  |    |           |    |           |

Source: Data Analysis per April 2023

Note:

1) T = Ask

2) U = Invite

3) V = Order

4) W = Request

5) X = Suggest





|     |   |                |  |  |   |  |  |   |  |  |  |   |   |  |  |  |  |  |
|-----|---|----------------|--|--|---|--|--|---|--|--|--|---|---|--|--|--|--|--|
|     | continue again  |                |  |  |   |  |  |   |  |  |  |   |   |  |  |  |  |  |
| 16. | Almost all sentences of this text are in the previous dialogue                      | Representative |  |  | 1 |  |  |   |  |  |  |   |   |  |  |  |  |  |
| 17. | Because I won't explain anymore about seventh grade material                        | Representative |  |  |   |  |  |   |  |  |  |   | 1 |  |  |  |  |  |
| 18. | For the eighth grade we will study other types of text, one of them is recount text | Representative |  |  |   |  |  |   |  |  |  |   | 1 |  |  |  |  |  |
| 19. | Recount text tells about what?  | Representative |  |  |   |  |  | 1 |  |  |  |   |   |  |  |  |  |  |
| 20. | This text tells whose experience?   | Representative |  |  |   |  |  | 1 |  |  |  |   |   |  |  |  |  |  |
| 21. | This text "I" refers to?  | Representative |  |  |   |  |  |   |  |  |  | 1 |   |  |  |  |  |  |

|     |  |                |  |  |  |  |   |  |  |   |  |  |   |  |  |  |
|-----|--|----------------|--|--|--|--|---|--|--|---|--|--|---|--|--|--|
| 22. | Recount text in the form of experience, is the experience ongoing or has passed?     | Representative |  |  |  |  | 1 |  |  |   |  |  |   |  |  |  |
| 23. | What is the pattern of simple past tenses?   | Representative |  |  |  |  | 1 |  |  |   |  |  |   |  |  |  |
| 24. | What is the general structure of recount text?                                       | Representative |  |  |  |  |   |  |  | 1 |  |  |   |  |  |  |
| 25. | Can you distinguish which part of the general structure of the recount text?         | Representative |  |  |  |  |   |  |  | 1 |  |  |   |  |  |  |
| 26. | For how to write it, which includes this section write how many sentences, and so on | Representative |  |  |  |  |   |  |  |   |  |  | 1 |  |  |  |



|           |  |                |    |          |   |           |    |         |      |  |    |           |   |           |  |  |
|-----------|--|----------------|----|----------|---|-----------|----|---------|------|--|----|-----------|---|-----------|--|--|
| 34.       | What are these questions about?                                  | Representative |    |          |   |           |    |         |      |  | 1  |           |   |           |  |  |
| 35.       | Which is the correct answer?                                     | Representative |    |          |   |           | 1  |         |      |  |    |           |   |           |  |  |
| 36.       | What's wrong? Can anyone be fixed?                               | Representative |    |          |   |           |    |         |      |  | 1  |           |   |           |  |  |
| 37.       | Does anyone have another opinion?                                | Representative |    |          |   |           | 1  |         |      |  |    |           |   |           |  |  |
| 38.       | According to this group the answer, what about the other groups? | Representative |    |          |   |           |    |         |      |  | 1  |           |   |           |  |  |
| 39.       | There are groups that have other opinion?                        | Representative |    |          |   |           |    |         |      |  | 1  |           |   |           |  |  |
| 40.       | Who want to read the text?                                       | Representative |    |          |   |           | 1  |         |      |  |    |           |   |           |  |  |
| Sub-total |  |                | 1  | 2,5<br>% | 5 | 12,5<br>% | 16 | 40<br>% |      |  | 13 | 32,5<br>% | 5 | 12,5<br>% |  |  |
| Total     |  |                | 40 |          |   |           |    |         | 100% |  |    |           |   |           |  |  |









|     |  |            |  |  |  |   |  |  |  |  |  |  |   |   |   |  |  |  |  |
|-----|--|------------|--|--|--|---|--|--|--|--|--|--|---|---|---|--|--|--|--|
| 14. | Are you ready to give an example how to read the sentences?  | Expressive |  |  |  |   |  |  |  |  |  |  | 1 |   |   |  |  |  |  |
| 15. | Okay thank you, sit down please.                             | Expressive |  |  |  | 1 |  |  |  |  |  |  |   |   |   |  |  |  |  |
| 16. | Did those sitting in the back hear your friend?              | Expressive |  |  |  |   |  |  |  |  |  |  | 1 |   |   |  |  |  |  |
| 17. | Wait a minute, is it right what your friend said?            | Expressive |  |  |  |   |  |  |  |  |  |  |   |   | 1 |  |  |  |  |
| 18. | The translation as the same with your friend's?              | Expressive |  |  |  |   |  |  |  |  |  |  | 1 |   |   |  |  |  |  |
| 19. | Why you can't appreciate your friends in front of the class? | Expressive |  |  |  |   |  |  |  |  |  |  |   | 1 |   |  |  |  |  |

|     |  |            |   |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
|-----|--|------------|---|--|--|--|--|--|--|--|--|--|---|---|--|--|--|--|--|
| 20. | Your friends haven't come yet yeah?                | Expressive | 1 |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
| 21. | Can you understand the text?                       | Expressive | 1 |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
| 22. | Easy isn't it?                                     | Expressive |   |  |  |  |  |  |  |  |  |  | 1 |   |  |  |  |  |  |
| 23. | Is this text a descriptive text or a recount text? | Expressive |   |  |  |  |  |  |  |  |  |  | 1 |   |  |  |  |  |  |
| 24. | Have you ever studied descriptive text?            | Expressive | 1 |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
| 25. | Where are your friends? Where is the house?        | Expressive | 1 |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
| 26. | You didn't write the question yesterday?           | Expressive |   |  |  |  |  |  |  |  |  |  |   | 1 |  |  |  |  |  |
| 27. | Have you finished yet?                             | Expressive | 1 |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |
| 28. | Who hasn't been able to check yet?                 | Expressive |   |  |  |  |  |  |  |  |  |  |   | 1 |  |  |  |  |  |





|           |  |            |    |      |  |  |   |   |   |      |   |     |    |      |   |      |  |
|-----------|--|------------|----|------|--|--|---|---|---|------|---|-----|----|------|---|------|--|
| 37.       | You guys say the same but haven't made it yet!         | Expressive |    |      |  |  |   |   | 1 |      |   |     |    |      |   |      |  |
| 38.       | Re-quoting only, not re-creating                       | Expressive |    |      |  |  |   |   | 1 |      |   |     |    |      |   |      |  |
| 39.       | What are you making this? Please come here             | Expressive | 1  |      |  |  |   |   |   |      |   |     |    |      |   |      |  |
| 40.       | This is not finished yet, where is the other sentence? | Expressive | 1  |      |  |  |   |   |   |      |   |     |    |      |   |      |  |
| Sub-total |  |            | 15 | 37,5 |  |  | 2 | 5 | 2 | 5    | 1 | 2.5 | 13 | 32.5 | 7 | 17,5 |  |
|           |  |            |    | %    |  |  | % | % | % | %    |   | %   | %  | %    | % | %    |  |
| Total     |  |            | 40 |      |  |  |   |   |   | 100% |   |     |    |      |   |      |  |

Source: Data Analysis per April 2023

Note:

- 1) L = Condole
- 2) M = Praise
- 3) N = Thank
- 4) O = Regret
- 5) P = Congratulate
- 6) Q = Criticize
- 7) R = Complain



|     |  |             |   |  |   |  |  |  |  |  |  |
|-----|--|-------------|---|--|---|--|--|--|--|--|--|
| 13. | Those are all general structures of recount text                               | Declarative | 1 |  |   |  |  |  |  |  |  |
| 14. | The last meeting we have study about chapter nine                              | Declarative | 1 |  |   |  |  |  |  |  |  |
| 15. | You often don't go to school, so you don't understand                          | Declarative | 1 |  |   |  |  |  |  |  |  |
| 16. | Who doesn't have notes? Please be honest!                                      | Declarative | 1 |  |   |  |  |  |  |  |  |
| 17. | Do you want to study or not? Please note first                                 | Declarative | 1 |  |   |  |  |  |  |  |  |
| 18. | How do you want to be smart if you don't have notes                            | Declarative | 1 |  |   |  |  |  |  |  |  |
| 19. | Is it okay to write it like this?  | Declarative |   |  | 1 |  |  |  |  |  |  |
| 20. | The last meeting we made assignments in groups, let's discuss the assignments! | Declarative | 1 |  |   |  |  |  |  |  |  |
| 21. | In your last meeting, you formed a group, which group are you in?              | Declarative |   |  | 1 |  |  |  |  |  |  |
| 22. | All the teachers also said it was very difficult to teach in this class        | Declarative | 1 |  |   |  |  |  |  |  |  |
| 23. | If you don't want to listen how can the teacher explain?                       | Declarative |   |  | 1 |  |  |  |  |  |  |
| 24. | In orientation it usually explains who the person is and where it happened     | Declarative | 1 |  |   |  |  |  |  |  |  |
| 25. | In events usually explains the activities                                      | Declarative | 1 |  |   |  |  |  |  |  |  |

|           |  |             |    |         |    |         |  |  |  |
|-----------|--|-------------|----|---------|----|---------|--|--|--|
| 26.       | In reorientation usually explains the conclusion | Declarative | 1  |         |    |         |  |  |  |
| 27.       | 10 minutes again!                                | Declarative | 1  |         |    |         |  |  |  |
| Sub-total |  |             | 16 | 59<br>% | 11 | 41<br>% |  |  |  |
| Total     |  |             | 27 |         |    | 100%    |  |  |  |

**Source: Data Analysis per April 2023**

**Note:**

- 1) **V = Declare**
- 2) **W = Confirm**
- 3) **X = Bless**
- 4) **Y = Dismiss**

**Table. Sampled Speech Act Sub-Types and Function**

| No. | Utterances  | Subtypes     | Functions  |
|-----|---|--------------|--|
| 1   | Good morning!   | Congratulate | It tells about expresses meeting in the morning                |
| 2   | How are you today?  | Condole      | It expresses concern for the health of students                |
| 3   | I'm good, thank you!  | Thank        | It expresses her feelings for already caring about her healthy |
| 4   | Before we start today's learning                                | Inform       | It informs that learning will start soon                       |
| 5   | Let's pray together!  | Swear        | It expresses gratitude to God                                  |
| 6   | Who is absent today?  | Condole      | It expresses a sense of concern for its students               |
| 7   | Attention please!   | Suggest      | It suggests about having students listen to it                 |
| 8   | Please be quiet!  | Request      | It expresses having students listen to her                     |
| 9   | Does anyone still remember what last week's material was about? | Claim        | It expresses whether students understand the previous material |



|    |  |           |   |
|----|--|-----------|---|
| 10 | Please collect yesterday's assignment!                                   | Request   | It informs that yesterday's assignment will be collected                                    |
| 11 | Have all collected assignments?  | Assert    | It expresses whether everyone created yesterday's assignment                                |
| 12 | We have finish of chapter 10, alright?                                   | Confirm   | It expresses that the previous material is finished and will be continued with new material |
| 13 | Today we will continue to the next chapter, there is chapter 11.         | Declare   | It expresses that will be continued with new material                                       |
| 14 | You can see on page 168!   | Invite    | It expresses to see the page of English books   |
| 15 | Please listen to me!   | Suggest   | It suggests about having students listen to it  |
| 16 | I'll give you an example, how to pronoun the dialogue!                   | Describe  | It expresses that will be given examples of reading correctly                               |
| 17 | After that, I'll ask you to read the dialogue!                           | Invite    | It expresses that students will be told to read in front of the class                       |
| 18 | Understand what I mean?  | Claim     | It expresses whether students understand the instructions given                             |
| 19 | Can you translate what I mean, students?                                 | Ask       | it expresses that students are asked to translate the intent from the teacher               |
| 20 | Are you ready, students?   | Criticize | It expresses the readiness of students in learning  |
| 21 | Can you see the dialogue?  | Assert    | It expresses to see the dialogue on page of English books                                   |
| 22 | Are you ready to study?  | Criticize | It expresses the readiness of students in learning  |
| 23 | I'll give you 5 minutes to read again!                                   | Suggest   | It expresses that given time to try to read again   |
| 24 | After that, I will call three students to read it in front of the class! | Ask       | It expresses that students are asked to be prepared to read it in front of the class        |
| 25 | Have you finished, students?   | Claim     | It expresses that whether all students have finished  |
| 26 | Okay, now, I will call you and come here to read the dialogue!           | Invite    | It expresses that students will be called upon to read in front of the class                |

|    |   |          |  |
|----|---|----------|--|
| 27 | You as Udin, you as Edo, and you as Lina!   | Suggest  | It expresses students read according to the characters suggested                                 |
| 28 | Please read aloud!  | Request  | It expresses that read it in a clear voice   |
| 29 | Now you see the sentence number two from down!  | Request  | It expresses to see the page of English books  |
| 30 | Who has come to the front of the class, please translate the dialogue!                    | Request  | It expresses that students who have read in front of the class are advised to make a translation |
| 31 | Please listen to your friends!  | Request  | It expresses that all students are expected to pay attention to the front of the class           |
| 32 | Please repeat once again!   | Request  | It expresses that to repeat reading it   |
| 33 | Please read all the dialogues, and give examples of proper reading to your friends!       | Suggest  | It expresses that students give examples of reading correctly to their friends                   |
| 34 | Are you want to listen or not?  | Complain | It expresses about having students listen to it  |
| 35 | Please move your seat, you've been joking all the time, later you read and say you can't! | Suggest  | It expresses that the student joked around in class and was moved seats                          |
| 36 | Please move your seat first so as not to continue joking!                                 | Suggest  | It expresses that the teacher gave directions back to move his seat                              |
| 37 | True or false the pronunciation like that?  | Complain | This states that asking for opinions from other students   |
| 38 | Please listen to your friend one more time, listen to what he reads!                      | Request  | It expresses that all students are expected to pay attention to the front of the class           |
| 39 | Try reading it first, come here!  | Invite   | It expresses that students are expected to try to read it without exception                      |
| 40 | Do you want to get point or not?  | Complain | It expresses that those who do not want to read in front of the class will not get points        |
| 41 | Now women used to read in front of the class!   | Request  | It expresses that it was the turn of female students to read in front of the class               |

|    |  |           |  |
|----|--|-----------|--|
| 42 | Sit down please!   | Suggest   | It expresses that those who had read in front of the class were asked to sit back              |
| 43 | Where are your English books? Please borrow first!                   | Request   | It expresses that those who don't bring English books are welcome to borrow them               |
| 44 | Other students, please listen to your friends in front of the class! | Suggest   | It expresses that all students are expected to pay attention to the front of the class         |
| 45 | Do the translation on a piece of paper!                              | Request   | It expresses that to make the task use a piece of paper  |
| 46 | Listen to me!  | Suggest   | It suggests about having students listen to it   |
| 47 | Lower your feet, you are so impolite!                                | Suggest   | It suggests about having students listen to her  |
| 48 | Read first, what do you think?                                       | Assert    | It asserts what was in the mind after reading it   |
| 49 | Try it first, if you don't try it didn't can!                        | Suggest   | It expresses that students are expected to try to read it                                      |
| 50 | The louder the voice, like you sound when you're joking!             | Request   | It expresses that read it in a clear voice   |
| 51 | What are you doing? Joking from early, listen to your friends!       | Suggest   | It expresses that students to pay attention to the front of the class                          |
| 52 | Please you practice reading again at home!                           | Request   | It expresses that students to practice reading again at home                                   |
| 53 | Who hasn't read in front of the class?                               | Criticize | It expresses that those who have not read in front of the class hope to the front of the class |
| 54 | Please return to your seats!   | Suggest   | It expresses that the teacher suggested returning to their respective seats                    |
| 55 | Listen to me, there are still many of you who read less!             | Suggest   | It expresses that there are still many students who read it incorrectly                        |
| 56 | Did you hear what I said?  | Criticize | It expresses that whether the students understand the teacher's words                          |

|    |   |           |   |
|----|---|-----------|---|
| 57 | We will continue at the next meeting!   | Inform    | It expresses that learning will be continued at the next meeting                  |
| 58 | Wait a minute, see if your friend are ready or not!   | Complain  | It expresses that pay attention to his friends before starting                    |
| 59 | Today we will discuss about your homework!  | Declare   | It expresses that learning is continued by checking the homework                  |
| 60 | The task is translate the dialogue into Indonesian!   | Declare   | This explains the homework given earlier  |
| 61 | Before we start the lesson, I will call you one by one!                                     | Invite    | It expresses that homework will be answer one by one                              |
| 62 | Your friend is sick or permission?  | Condole   | It expresses that she care about their students                                   |
| 63 | Okay now open your English book!  | Request   | It expresses that to see the page of English books                                |
| 64 | You translate into Indonesian, but before you translate, first you read once more!          | Suggest   | It expresses that the assignment is to translate into Indonesian                  |
| 65 | Are you ready to give an example how to read the sentences?                                 | Criticize | It expresses that students give examples of reading correctly to their friends    |
| 66 | Come on, you come to front of the class!  | Invite    | It expresses that the teacher directs students to read in front of the class      |
| 67 | Okay thank you, sit down please.  | Thank     | It expresses that those who had read in front of the class were asked to sit back |
| 68 | Who the leader of the class?  | Claim     | It expresses that the teacher wants to know who is the class leader               |
| 69 | You don't lean like that!   | Suggest   | It expresses that the teacher suggests that students do not lean like that        |
| 70 | Due to the situation outside there are activities, please listen to your friends carefully! | Suggest   | It expresses that students to pay attention to the front of the class             |

|    |   |           |  |
|----|---|-----------|--|
| 71 | Please read slowly!   | Request   | It expresses that the teacher advises students not to read too fast              |
| 72 | After this I will choose you to repeat reading translate in front of the class! | Invite    | It expresses that the teacher appointed students to read in front of the class   |
| 73 | Did those sitting in the back hear your friend?                                 | Criticize | It expresses that the teacher asked the students sitting behind if they heard it |
| 74 | Wait a minute, is it right what your friend said?                               | Complain  | It expresses whether what is conveyed by his friend is true or false             |
| 75 | Anyone have another translation?  | Assert    | It asserts that whether other students have different answers                    |
| 76 | What form of the verb "saw" is it?  | Confirm   | It expresses that what is the translation of the said word                       |
| 77 | What's the meaning of the "agree"?  | Confirm   | It expresses that what is the translation of the said word                       |
| 78 | What's the meaning of this verb?  | Confirm   | It expresses that what is the meaning of the said word                           |
| 79 | That's the answer according to your friend!                                     | Inform    | It expresses that what was conveyed earlier was the answer from your friend      |
| 80 | The translation as the same with your friend's?                                 | Criticize | It express that whether your answers are the same as your friends                |
| 81 | Please attention to the last sentences!   | Suggest   | It expresses to see the sentences of English books                               |
| 82 | From this dialogue, you are asked to help write down the experience!            | Describe  | It expresses that way to do the assignment                                       |
| 83 | There are two text, which one shows the experience?                             | Confirm   | It expresses that which text is a text that tells experiences                    |
| 84 | Please read first!  | Suggest   | It expresses that read it in front of the class                                  |
| 85 | Try an exercise first, which I can't help!                                      | Request   | It expresses that make the assignments first and the teacher will help           |

|    |   |           |   |
|----|---|-----------|---|
| 86 | Those who don't want to come on front of the class will not get points!             | Suggest   | It expresses that those who do not want to read in front of the class will not get points           |
| 87 | Why you can't appreciate your friends in front of the class?                        | Criticize | It expresses that students are asked to respect their friends who are reading in front of the class |
| 88 | Rest now yeah? After the rest, we continue again                                    | Inform    | It expresses that learning will continue after the rest   |
| 89 | Your friends haven't come yet yeah?   | Condole   | It expresses that she care about their students   |
| 90 | I will read the text, listen to me!   | Request   | It suggests about having students listen to it  |
| 91 | Can you understand the text?  | Condole   | It expresses whether students understand the text instructions given                                |
| 92 | Almost all sentences of this text are in the previous dialogue                      | Inform    | It expresses that the sentence is clear in the paragraph  |
| 93 | Easy isn't it?  | Criticize | It expresses that students can certainly do their assignment  |
| 94 | You, please help your friends!  | Invite    | It expresses that students give examples of reading correctly to their friends                      |
| 95 | Is this text a descriptive text or a recount text?                                  | Criticize | It expresses that this paragraph states what text   |
| 96 | Have you ever studied descriptive text?   | Condole   | It expresses that to remind the material back to the students                                       |
| 97 | Please learn more about seventh grade material!                                     | Request   | It expresses that to re-study the material at home  |
| 98 | Because I won't explain anymore about seventh grade material                        | Describe  | It expresses that the teacher will not explain the material again                                   |
| 99 | For the eighth grade we will study other types of text, one of them is recount text | Describe  | It expresses that the teacher will explain the new material   |

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| 100 | Recount text tells about what?   | Assert  | It expresses that the teacher wants to know the ability of students       |
| 101 | This text tells whose experience?  | Assert  | It expresses that in the text is an experience experienced by whom        |
| 102 | This text "I" refers to?   | Claim   | It expresses that the teacher wants to know the ability of students       |
| 103 | "I" refers to the authors  | Declare | It expresses that the teacher explains the meaning of the subject         |
| 104 | Recount text in the form of experience, is the experience ongoing or has passed? | Assert  | It expresses that the teacher wants to know the ability of students       |
| 105 | If it's passed, what tenses are included?  | Confirm | It expresses that the teacher wants to know the student's memory          |
| 106 | What is the pattern of simple past tenses?                                       | Assert  | It expresses that the teacher wants to know the ability of students       |
| 107 | Who can write down the pattern of simple past tenses?                            | Confirm | It expresses that those who can answer please write in front of the class |
| 108 | Is it true or false that the simple past tenses pattern is like this?            | Confirm | This states that asking for opinions from other students                  |
| 109 | In recount text, you will use the simple past tense                              | Suggest | It expresses that the teacher explains the pattern used in the text       |
| 110 | What is the general structure of recount text?                                   | Claim   | It expresses that the teacher wants to know the ability of students       |
| 111 | Those are all general structures of recount text                                 | Declare | It expresses that the teacher explains the pattern used in the text       |
| 112 | Can you distinguish which part of the general structure of the recount text?     | Claim   | It expresses that the teacher wants to know the ability of students       |
| 113 | Now, from this text, determine the general structure of the recount text         | Request | It expresses that the teacher explains the assignment to be given         |

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| 114 | From this assignment, please make groups!  | Suggest  | It expresses that in doing the task by creating a group                                 |
| 115 | For how to write it, which includes this section write how many sentences, and so on                     | Describe | It expresses that the teacher explains the assignment to be given                       |
| 116 | For one group, one assignment paper!   | Request  | It expresses that to make the task use a piece of paper                                 |
| 117 | Because time is up, please continue working at home with the group, and collect them at the next meeting | Suggest  | It expresses that please continue at home with the group as time is up                  |
| 118 | Where are your friends?<br>Where is the house?   | Condole  | It expresses that she care about their students   |
| 119 | You, please come here, where your tasks?   | Assert   | It expresses that the teacher calls students who do not collect assignments             |
| 120 | Just this? Where are the other tasks?  | Claim    | It expresses that she care about assignments students                                   |
| 121 | The last meeting we have study about chapter nine  | Declare  | It expresses that the teacher reminded the previous meeting material                    |
| 122 | Now, we are go on to next chapter  | Request  | It expresses that will be continued with new material                                   |
| 123 | Before we continue, for questions about the simple past tense already?                                   | Assert   | It expresses that the teacher reminded the assignment of the previous meeting           |
| 124 | Please answer the question and use one paper!  | Suggest  | It expresses that to make the task use a piece of paper                                 |
| 125 | Write your name, your class, and your number   | Suggest  | It expresses that the teacher reminded to fill in the identity on the assignment        |
| 126 | I give you a time limit to work on, please do it seriously!  | Suggest  | It expresses that the teacher reminded them to do it seriously because time was limited |



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| 127 | You didn't write the question yesterday?  | Criticize | It expresses that the teacher reminded them to write down the questions first                  |
| 128 | For those that have been completed please collect!                                | Request   | It expresses that students who have finished can be collected                                  |
| 129 | Have you finished yet?  | Condole   | It expresses that students who have finished can be collected                                  |
| 130 | Please sit in the front!  | Ask       | It expresses that students who have not finished are welcome to sit in front                   |
| 131 | Please those who have finished waiting outside the classroom!                     | Request   | It expresses that students who have finished are welcome to wait outside the classroom         |
| 132 | You please continue in the teacher's room, the others please enter the classroom! | Suggest   | It expresses that students who have not finished are welcome to continue in the teacher's room |
| 133 | For this task please check together!  | Request   | It expresses that this assignment will be checked by other students                            |
| 134 | Who hasn't been able to check yet?  | Criticize | It expresses which students have not checked   |
| 135 | Attention please! We will discuss the question                                    | Request   | It suggests about having students listen to it   |
| 136 | Is your friend's answer correct?  | Claim     | This states that asking for opinions from other students                                       |
| 137 | Why you choose the answer?  | Assert    | This states that asking for opinions from students   |
| 138 | Who can give reasons why choose this answer?                                      | Claim     | This states that asking for opinions from other students                                       |
| 139 | Don't know what the reason is?  | Assert    | This states that asking for opinions from other students                                       |
| 140 | Please you write down in white board!   | Invite    | It expresses that those who can answer please write in front of the class                      |
| 141 | What are these questions about?   | Claim     | This states that asking for opinions from other students                                       |

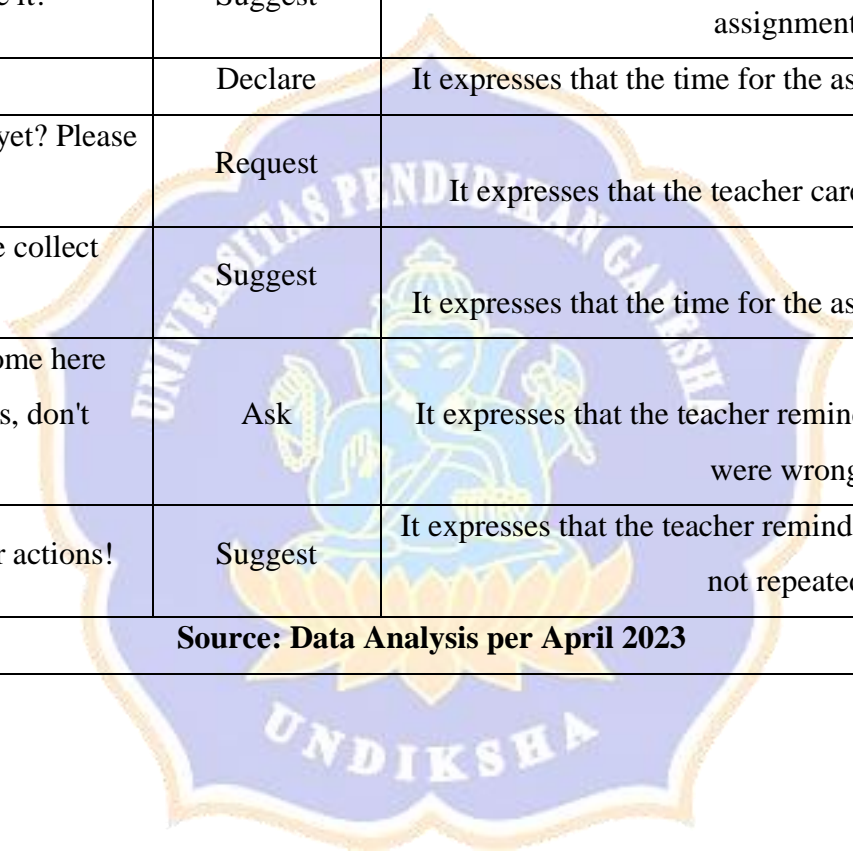
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| 142 | You often don't go to school, so you don't understand   | Declare   | It expresses that the teacher care about their students                     |
| 143 | Please understand this note!  | Request   | It expresses whether students understand the instructions given             |
| 144 | Who doesn't have notes?<br>Please be honest!  | Declare   | It expresses that the teacher care about their students                     |
| 145 | Do you want to study or not?<br>Please note first   | Declare   | It expresses that the teacher care about their students                     |
| 146 | How do you want to be smart if you don't have notes   | Declare   | It expresses that the teacher care about their students                     |
| 147 | If you don't understand the simple past tense, it will be difficult for you to study the next chapter | Suggest   | It expresses that the teacher reminded the material of the previous meeting |
| 148 | Which is the correct answer?  | Assert    | This states that asking for opinions from other students                    |
| 149 | Who still remembers verbal sentences and nominal sentences?   | Criticize | This states that asking for opinions from other students                    |
| 150 | What's wrong? Can anyone be fixed?  | Claim     | This states that asking for opinions from other students                    |
| 151 | Is it okay to write it like this?   | Confirm   | This states that asking for opinions from other students                    |
| 152 | Does anyone have another opinion?   | Assert    | This states that asking for opinions from other students                    |
| 153 | From these questions, do you understand the simple past tense?  | Complain  | It expresses that the teacher reminded the material                         |
| 154 | You should look for more examples at home   | Request   | It expresses that the teacher reminded them to study more at home           |
| 155 | Can search on the internet, to increase your understanding  | Suggest   | It expresses that the teacher suggests media that can be used for learning  |

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| 156 | Now I will enter the point   | Request  | It expresses that the teacher will give point to the assignment given                       |
| 157 | Everyone is here today, right?   | Condole  | It expresses that the teacher care about their students                                     |
| 158 | Is it time for rest? I will continue at home later                             | Condole  | It expresses that the teacher will continue at home giving points for the assignments given |
| 159 | Only one student absent today?   | Condole  | It expresses that the teacher care about their students                                     |
| 160 | Why he absent today?   | Condole  | It expresses that the teacher care about the students                                       |
| 161 | He is sick?  | Condole  | It expresses that the teacher care about the students                                       |
| 162 | The last meeting we made assignments in groups, let's discuss the assignments! | Declare  | It expresses that learning is continued by checking the assignments                         |
| 163 | Please return to your groups!  | Request  | It expresses that they return to their respective groups                                    |
| 164 | In your last meeting, you formed a group, which group are you in?              | Confirm  | It expresses that the teacher reminds the group that they previously determined             |
| 165 | Why is it so difficult for your class to be told to be quiet?                  | Complain | It expresses that the teacher reminds students not to participate in talking                |
| 166 | Those who didn't go to school yesterday, please borrow a friend's notes!       | Suggest  | It expresses that the teacher care about the students                                       |
| 167 | Please a group representative read the results of the group!                   | Request  | It expresses that each group will read the results in front of the class                    |
| 168 | I'll be waiting for you guys shut up!  | Suggest  | It expresses that the teacher reminds students not to participate in talking                |
| 169 | I can't talk if you talk too!  | Suggest  | It expresses that the teacher reminds students not to participate in talking                |
| 170 | Please remember your groups!   | Suggest  | It expresses that the teacher reminds the group that they previously determined             |

|     |  |         |  |
|-----|--|---------|--|
| 171 | Please other groups listen to the group representative in front of the class | Request | It expresses that students to pay attention to the front of the class                |
| 172 | All the teachers also said it was very difficult to teach in this class      | Declare | It expresses that the teacher reminds students not to participate in talking         |
| 173 | If you don't want to listen how can the teacher explain?                     | Confirm | It expresses that the teacher reminds students not to participate in talking         |
| 174 | According to this group the answer, what about the other groups?             | Claim   | This states that asking for opinions from other groups                               |
| 175 | There are groups that have other opinion?                                    | Assert  | This states that asking for opinions from other students                             |
| 176 | You guys say the same but haven't made it yet!                               | Regret  | It expresses that the group didn't create it but said it was the same                |
| 177 | Now back to your seats, I will give you a test, please make with one a paper | Request | It expresses that the teacher suggested returning to their respective seats          |
| 178 | Who want to read the text?   | Assert  | It expresses that the teacher gives opportunities to students who want to read ahead |
| 179 | You only quote the text, where are the parts of the text                     | Ask     | It expresses that the teacher reminds to complete the text                           |
| 180 | In orientation it usually explains who the person is and where it happened   | Declare | It expresses that the teacher explained the material                                 |
| 181 | In events usually explains the activities                                    | Declare | It expresses that the teacher explained the material                                 |
| 182 | In reorientation usually explains the conclusion                             | Declare | It expresses that the teacher explained the material                                 |
| 183 | Re-quoting only, not re-creating   | Regret  | It expresses that the teacher explains the assignment to be given                    |

|     |  |         |   |
|-----|--|---------|---|
| 184 | I give you 20 minutes to do the task                                       | Suggest | It expresses that given time to do the assignment                                       |
| 185 | Please make it seriously!  | Request | It expresses that the teacher reminded them to do it seriously because time was limited |
| 186 | What are you making this?<br>Please come here                              | Condole | It expresses that the teacher reminds to complete the assignment                        |
| 187 | This is not finished yet, where is the other sentence?                     | Condole | It expresses that the teacher reminds to complete the assignment                        |
| 188 | Please repeat made it!   | Suggest | It expresses that the teacher reminds to repeat do the assignment                       |
| 189 | 10 minutes again!  | Declare | It expresses that the time for the assignment is running out                            |
| 190 | Who not finished yet? Please raise your hand                               | Request | It expresses that the teacher care about their students                                 |
| 191 | Time is out, please collect the task                                       | Suggest | It expresses that the time for the assignment is running out                            |
| 192 | Who plays ball, come here in front of the class, don't play ball in class! | Ask     | It expresses that the teacher reminded him that his actions were wrong                  |
| 193 | Do not repeat your actions!  | Suggest | It expresses that the teacher reminds him that his actions are not repeated             |

**Source: Data Analysis per April 2023**



**Appendix 02. Documentation**











## Appendix 03. Surat Permohonan Izin Observasi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1007/UN48.7.1/DT/2023

3 April 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 1 Sawan  
di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Komang Alit Yuda Prawira Dartika  
NIM : 1912021169  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,

**Dr. Dewa Putu Ramendra, S.Pd., M.Pd.**  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## Appendix 04. Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

### UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1011/UN48.7.1/DT/2023

3 April 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Sawan  
di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

|                |  |
|----------------|--|
| Nama           | : Komang Alit Yuda Prawira Dartika   |
| NIM            | : 1912021169   |
| Jurusan        | : Bahasa Asing   |
| Program Studi  | : Pendidikan Bahasa Inggris  |
| Jenjang        | : S1   |
| Tahun Akademik | : 2022/2023  |
| Judul          | : AN ANALYSIS OF SPEECH ACTS USED BY THE EIGHTH GRADE<br>TEACHER OF SMP NEGERI 1 SAWAN IN LEARNING ENGLISH<br>LANGUAGE CLASSROOM INTERACTION |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Dg. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS