

APPENDIX 1



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
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Nomor : 1313/UN48.7.1/DT/2019

18 April 2019

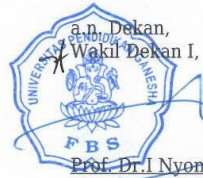
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 3 Singaraja
di Singaraja

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

Nama : Putu Ingga Jatiana Dewi
NIM : 1512021052
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2018/2019
Judul : Speech Acts in Writing Class at The Senior High School

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




Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
NIP. 196203191987031001

Tembusan:

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

APPENDIX 2

	<p>PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN SMA NEGERI 3 SINGARAJA Jl. Pulau Natuna Penarukan Singaraja, Telp. (0362) 22386 www.sman3sgr.sch.id – e-mail : sman3sgr@gmail.com – sman3sgr@yahoo.co.id</p>	
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Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Singaraja menerangkan dengan sebenarnya bahwa :

Nama : Putu Ingga Jatiana Dewi
NIM : 1512021052
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Instansi : Universitas Pendidikan Ganesha

Memang benar mahasiswa di atas telah melaksanakan survey penelitian di kelas XI IBB-1 SMA Negeri 3 Singaraja. Untuk keperluan menyelesaikan Skripsi yang berjudul “Speech Acts in Writing at The Senior High School in SMAN 3 Singaraja” pada tanggal 29 April- 06 Mei 2019

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 12 Juni 2019
Kepala SMA Negeri 3 Singaraja


Made Sri Asniti, S.Pd, M.Pd
NIP. 19680824 199702 2 003

APPENDIX 3

VIDEO TRANSCRIPTION

Meeting 1

Teacher : Ketut Merta, S.Pd
Date : Senin, 29 April 2019
Location : SMA Negeri 3 Singaraja
Class : X IPA 1
Theme : Riddle

S: stand up! Ngaturang panganjali!

S: Om Swastyastu

T: Om Swastyastu

T: you can see page 57

S: (open book page 57)

T: could it be it is related to riddle

T: still remember about riddle?

S: yes

T: before using this word, you said your opinion about riddle

S: silent

T: you said your riddle first, and then it will guess using these expressions

T: could it be, perhaps it is or I think it is

T: do you understand?

S: yes

T: for example, when I was still young, I usually wear blanket. While I was old, I never use blanket again.

T: now, you can guess by using "could it be" and your answer. "Perhaps it is" and your answer. Or you can use "I think it is" blablabla your answer. Okay?

S: yes

T: jadi Anda gunakan kata-kata itu untuk menebak.

T: you use those expression to guess the riddle)

T: Yang lain nanti akan mengungkapkan idenya. Seperti tadi)

(The other students will share their idea, like the previous riddle)

T: when I still yang I usually use blanket, I never take off my blanket moreover it is hot season. When I was old, I never wear blanket again.

T: who can guess it?

S: silent

T: come on!!

T: you can use “I think it is ...”

T: you can use “perhaps it is..”

T: who can aswer?

S: diam

T: Give up?!

T: give up?!

S: No

T: raise your hand, please!

S: bamboo

T: yes, good.

T; okey, do you understand?

S: yesss

T: you can use these words if your friends' answer is correct or wrong

T: that's right, that's true or that's wrong.

T: disini sudah ada ungkapan-ungkapan yang dipakai

(in the book there are the expression that is used)

T: any questions?

S: silent

T: oke, now please write first individually

T: now make a riddle first, the you can use these words or phrases

T: alright, any question?

S: silent

T: I will give bonus point.

T: oke now start!

T: jangan sulit, yang mudah saja.

(Don't make a hard riddle, make an easy one)

T: yang kemarin masih ingat?

(still remember the previous riddle)

S: lupaaa

(forget)

T: Please make an easy riddle so that your friend easier to guess.

T: Ready?

S: Yess, silent

T: Now, the other try to answer or guess using the expression

T: your name?

S1: Rina

T: yes Rina

S1: what table on the wall and stay on the corner?

T: ok, listen?

S: No

T: please speak louder!

S1: what goes around the world but stays in a corner?

T: one who guess, please use "perhaps it is..", "could it be...." Or "I think it is.."

T: could you repeat once again the riddle?

S1: what goes around the world but stays in a corner?

T: who can guess?

S2: I think it is a stamp

T: then your respond is?

S1: yes, you are right.

T: ok, do you understand the way?

S: yess

T: ok, others?

S: (one student is raising his hand)

T: next, what is your name?

S3: Adi Sanjaya

T: yes please

S3: what's full of holes, but still hold water?

T: ok, who can answer?

S4: (one student is rising his hand)

T: what is your name?

S4: Arya

T: number?

S4: twenty-four (24)

T: ok. What is the answer?

S4: I think it is a sponge

T: is that your answer?

S3: yes

T: what is your respond?

S3: yes, you are right

T: good!

S: clap hand

T: ok, next?

T: your number?

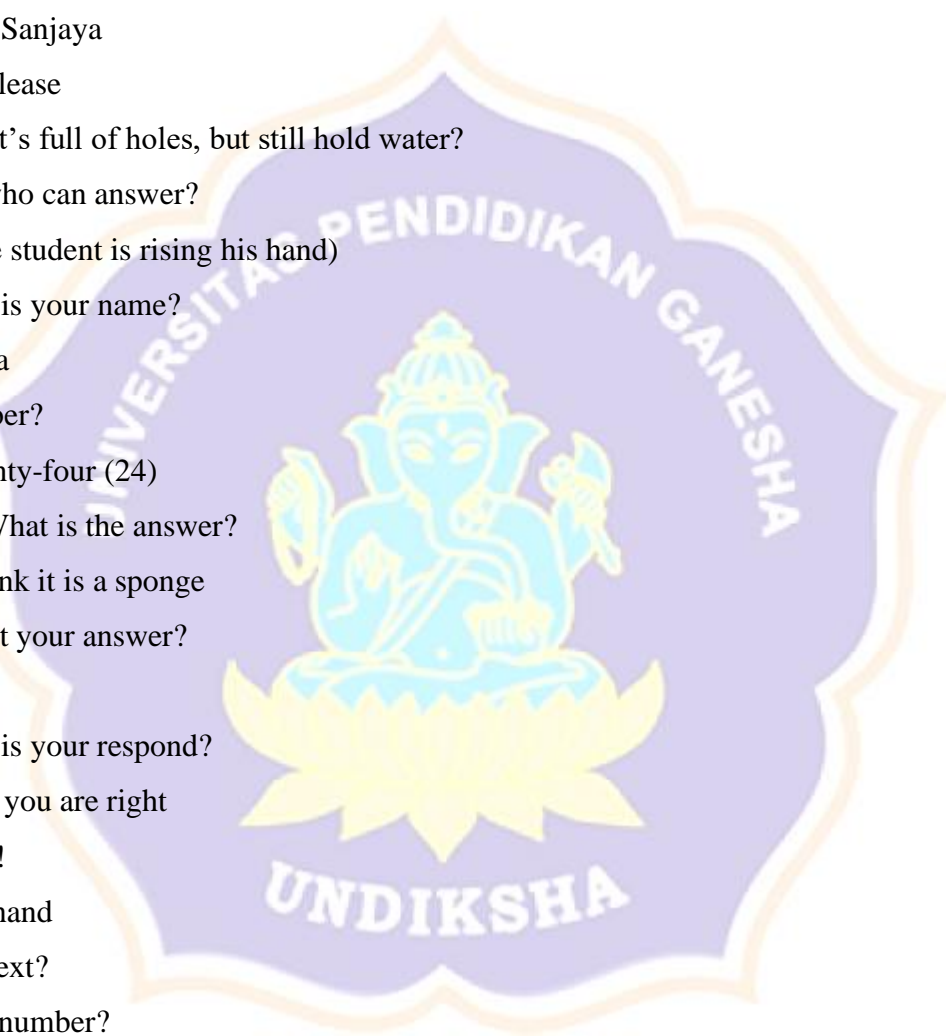
S5: twenty-five

T: yes please!

S5: give it food and it will life, give it water and it will die. What is it?

T: once again!

S5: give it food and it will life, give it water and it will die. What is it?



T: give it food and it will live, give it water and it will. Ok who can answer?
T: your number?
S6: fire
T: your number?
S6: five
T: the answer is?
S6: fire
T: use the word in your book.
S6: I think it is fire
T: your respond?
S5: yes, you are right.
S: noisy
T: Ok, please listen to me!
T: now find your group at least 2 students.
T: we are going to make a dialogue about riddle
T: don't forget to use the words on your book
T: your riddle is based on your opinion.
T: if you want to guess, please use "perhaps it is..", "I think it is.." or "could it be.."
T: do you understand?
S: yesss
T: ok, it will be in the form of written in the piece of paper
T: don't forget to write your name, your number and your class.
T: understand?
S: yes/ silent
T: ok, I will check your understanding
T: what is your name?
S7: Yudana
T: ok, what we are going to do?
S7: make a group, make a riddle, and the other will answer

T: ok, one more?

T: your name?

S8: mahadipta

T: Mahadipta, what are you going to do?

S8: make a group, make a riddle, and friend will answer

T: your friend will answer by using?

S8: expression in the book

T: ok, good!

T: now, you can start it.

T: I will give 2 scores

T: listen to me!

T: I will give two scores. Writing and speaking.

S: rebut

T: if you still confuse, feel free to ask me.

s: pak ini bener?

(Sir, is it correct?)

T: do you have another guess, it should be do you have another riddle?

S: yes sir

T: kalua pakai "I" harus huruf kapital ya

(Letter I for I should be capital letter)

S: menganggukkan kepala

(Nodding head)

T: mengawali kalimat juga harus menggunakan huruf besar

(starting a sentence should be using a capital letter)

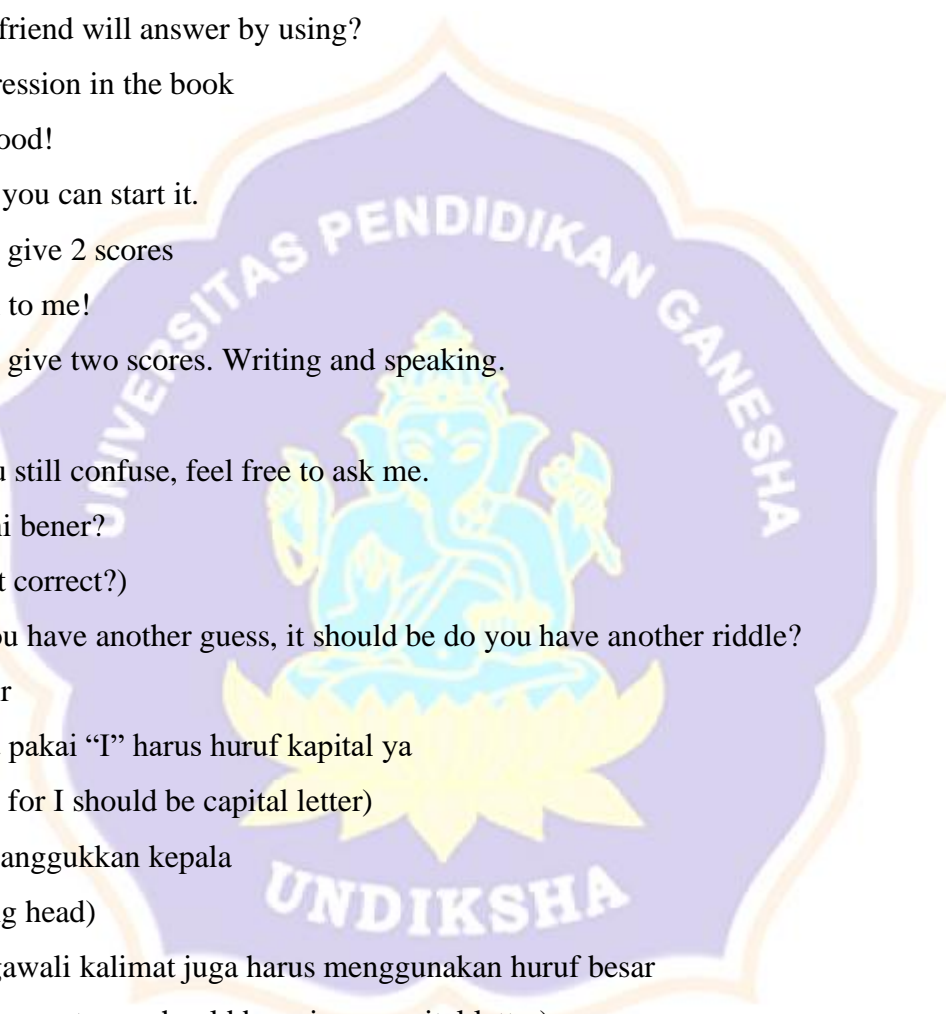
S: ya pak

(yes, Sir)

T: "the answer" is should be "the correct answer is"

S: menganggukkan kepala

(Nodding head)



T: ok, good!

T: now who are ready to present the dialogue?

S: me sir

T: yes please come in front of the class

s: hello friends, we will present our riddle.

(students present the dialogue)

T: ok give applause!

T: Ok, karna sudah bell kalian siap-siap untuk berdoa

(because the bell is ringing, you can prepare for praying)

T: thank you for coming today

Meeting 2

Teacher : Nyoman Kawan, S.Pd

Date : Senin, 6 Mei 2019

Location : SMA Negeri 3 Singaraja

Class : X IPA 3

Theme : Descriptive Text

S: stand up! Ngaturang panganjali!

S: Om Swastyastu

T: Om Swastyastu

T: hallo class, do you bring your dictionary?

S: yes

T: ok, now let me check your picture.

S: noisy

T: what is your picture about?

S1: television

T: and you?

S2: gak bawa pak, saya gak sekolah minggu lalu

(I didn't come to school last week, Sir so I don't bring the picture.)

T: ok, listen to me. All of you, what should you do with your picture?

S: description

T: yea, you are going to describe your picture in the piece of paper. Later on after this, we are going to read what you have written.

T: do you know descriptive text?

S: tentang deskripsi sesuatu

(It is about describing something)

T: yea, text that describe about thing, person or place.

T: have you ever made a descriptive text?

S: yes

T: what is the first element of descriptive text?

S: general description

T: yes, you have to describe in general first. Then after that what should you do?

S: description

T: ya, you should describe in a specific.

T: what is the purpose of descriptive text?

T: to describe what?

T: yes you, please read aloud!

S1: to describe general about something.

T: yes, to describe about something. Besides a thing, person also can be described.

T: ok, today you will learn to write something.

T: please make in the piece of paper.

T: don't forget to write your identity on the top of the corner.

T: first of all, you have to write the title.

T: remember this, every paragraph should be clear.

T: for example, telephone. In the first paragraph you have to describe telephone in general.

T: in the second paragraph, describe what you want to describe, for example the shape.

T: mungkin ada yang kecil, sedang atau besar.

(Maybe there is a small, medium or big)

T: describe what you know.

T: then, what should you write in the next paragraph?

S2: cara memakainya

(How to use it)

T: ya, how to use it.

T: ya saya kira kalian sudah banyak tahu.

(I think you already know about it)

T: kemudian selanjutnya bisa fungsi.

(next, it can be the function)

T: Kemudian di akhir apa isinya?

(What should we write in the last paragraph?)

S: conclusion

T: ya, kesimpulan atau saran Anda.

(Yes, the conclusion or suggestion)

T: contohnya, selain komunikasi telephone bisa digunakan untuk apa?

(Besides communication, what is the function of telephone?)

S3: bisnis

(Business)

T: ya, sampai sana ada yang ingin ditanyakan?

(So far, is there any question?)

S: silent

T: baik, tidak ada yang ditanyakan?

(There is no question?)

S: tidak

(No)

T: so, you can start writing.

T: anda mendapatkan dua nilai hari ini, hand-writing and reading.

(You will get two scores, writing and reading)

T: ada yang tidak masuk?

(Is there any absent)

S: tidakkk

(No)

T: ini apa?

(What is it)

S5: televisi

(Television)

T: televisi berarti alat apa?

(what is television?)

S5: media visual

T: ya sialakan dibagi menjadi beberapa paragraph

(Please divide into some paragrphs)

S5: ya pak

(Yes, Sir)

T: kamu tentang apa?

(What is your picture about)

S6: television, tapi efeknya pak

(Television, but its effect)

T: ya buat cause-effect

(Make a cause-effect paragraph)

T: cause-effect kemarin masih ingat?

(still remember the previous cause-effect?)

S6: silent

T: kalua terlalu sering menonton tv efeknya lupa makan, tidur larut malam dan sakit

(The negative effects of watching the television are forget to study, sick and so on)

S6: ya pak

(Yes, Sir)

T: what is your picture?

S7: camera

T: camera digunakan untuk apa?

(What is the function of camera)

S7: mengabadikan gambar

(taking picture)

T: ya, selain itu bisa untuk keperluan administrasi, bisa?

(Yes, besides it can be used for administration, can be?)

S7: bisa

(yes, it can)

T: ya setelah itu bentuk-bentuknya dijabarkan

(After that, describe the shape of camera)

S7: ya pak

(Yes, sir)

T: ya sekarang istirahat dulu

(it is time to break a while)

T: bagaimana, sudah selesai?

(have you finished?)

S: no

T: descriptive text tidak harus ada kesimpulan

(Conclusion is an optional in descriptive text)

T: now it is time to present your work

T are you ready?

S: silent

T: lebih cepat lebih baik ya

(Sooner is better, right?)

S: ya pak

(yes)

Bell is ringing

T: we will continue in next meeting

T: make sure that you are ready next week.

S: yes sir

T: thank you for coming



APPENDIX 4

DATA RECAPITULATION

Meeting 1

Teacher : Ketut Merta, S.Pd
Date : Senin, 29 April 2019
Location : SMA Negeri 3 Singaraja
Class : X IPA 1
Theme : Riddle

No	Speech
1.	Stand up! Ngaturang panganjali!
2.	Om swastyastu
3.	Om swastyastu
4.	You can see page 57
5.	Could it be it is related to riddle
6.	Still remember about riddle?
7.	Yes
8.	Before using this word, you said your opinion about riddle
9.	Silent
10.	You said your riddle first, and then it will guess using these expressions
11.	Could it be, perhaps it is or i think it is
12.	Do you understand?
13.	Yes
14.	For example, when i was still young, i usually wear blanket. While I was old, I never use blanket again

15.	Now, you can guess by using “could it be” and you answer. “perhaps it is” and your answer. Or you can use “i think it is” blablabla your answer. Okay?
16.	Yes
17.	You use those expressions to guess the riddle
18.	The other students will share their idea, like the previous riddle
19.	When I still use what I usually use blanket, I never take off my blanket moreover it is hot season. When I was old, I never wear blanket again.
20.	Who can guess it?
21.	Silent
22.	Come on!
23.	You can use “I think it is ...”
24.	You can use “perhaps it is...”
25.	Who can answer?
26.	Give up?!
27.	Give up?!
28.	No
29.	Raise your hand, please!
30.	Bamboo
31.	Yes, good
32.	Ok, do you understand?
33.	Yes
34.	You can use these words if your friends’ answer is correct or wrong
35.	That’s right, that’s true or that’s wrong.
36.	In the book there are the expressions that are used
37.	Any questions?

38.	Ok, now please write first individually
39.	Now make a riddle first, the you can use these words or phrases
40.	Alright, any question?
41.	I will give bonus point.
42.	Ok, now start!
43.	Don't make a hard riddle, make an easy one
44.	Still remember the previous riddle
45.	Forget
46.	Please make an easy riddle so that your friend easier to guess
47.	Ready?
48.	Yes
49.	Now, the other try to answer or guess using the expression
50.	Your name?
51.	Rina
52.	Yes Rina
53.	What table on the wall and stay on the corner?
54.	Ok, listen?
55.	No
56.	Please speak louder!
57.	What goes around the world but stays in a corner?
58.	One who guess, please use "perhaps it is..", "could it be...." Or "i think it is.."
59.	Could you repeat once again the riddle?
60.	What goes around the world but stays in a corner?
61.	Who can guess?
62.	I think it is a stamp
63.	Then your respond is?

64.	Yes, you are right.
65.	Ok, do you understand the way?
66.	Yes
67.	Ok, others?
68.	Next, what is your name?
69.	Adi sanjaya
70.	Yes please!
71.	What's full of holes, but still hold water?
72.	Ok, who can answer?
73.	What is your name?
74.	Arya
75.	Number?
76.	Twenty-four
77.	Ok. What is the answer?
78.	I think it is a sponge
79.	Is that your answer?
80.	Yes
81.	What is your respond?
82.	Yes, you are right
83.	Good
84.	Ok, next?
85.	Your number?
86.	Twenty-five
87.	Yes please!
88.	Give it food and it will life, give it water and it will die. What is it?
89.	Once again!
90.	Give it food and it will life, give it water and it will die. What is it?

91.	Give it food and it will life, give it water and it will. Ok who can answer?
92.	Your number?
93.	Fire
94.	Your number?
95.	Five
96.	The answer is
97.	Fire
98.	Use the word in the book
99.	I think it is fire
100.	Your respond?
101.	Yes, you are right
102.	Ok, please listen to me!
103.	Now find your group at least 2 students.
104.	We are going to make a dialogue about riddle
105.	Don't forget to use the words on your book
106.	Your riddle is based on your opinion.
107.	If you want to guess, please use "perhaps it is..", "i think it is.." Or "could it be.."
108.	Do you understand?
109.	Yes
110.	Ok, it will be in the form of written in the piece of paper
111.	Don't forget to write your name, your number and your class.
112.	Understand?
113.	Yes
114.	Ok, i will check you understanding
115.	What is your name?

116.	Yudana
117.	Ok, what we are going to do?
118.	Make a group, make a riddle, and the other will answer
119.	Ok, one more?
120.	Your name?
121.	Mahadipta
122.	Mahadipta, what are you going to do?
123.	Make a group, make a riddle, and friend will answer
124.	Your friend will answer by using?
125.	Expression in the book
126.	Ok, good!
127.	Now, you can start it.
128.	I will give you two scores, writing and speaking
129.	If you still confused, feel free to ask me.
130.	Sir, is it correct?
131.	Do you have another guess, it should be do you have another riddle?
132.	Yes, sir
133.	Letter i for i should be capital letter
134.	Starting a sentence should be using a capital letter
135.	Yes, sir
136.	“the answer” is should be “the correct answer is”
137.	Ok, good!
138.	Now who are ready to present the dialogue?
139.	Me, sir.
140.	Yes, please come in front of the class
141.	Hello friends, we will present our riddle.

142.	Ok give applause!
143.	Because the bell is ringing, you can prepare for praying
144.	Thank you for coming today

Meeting 2

Teacher : Nyoman Kawan, S.Pd

Date : Senin, 6 Mei 2019

Location : SMA Negeri 3 Singaraja

Class : X IPA 3

Theme : Descriptive Text

No	Speech
1.	Stand up! Ngaturang panganjali!
2.	Om swastyastu
3.	Om swastyastu
4.	Hallo class, do you bring your dictionary?
5.	Yes
6.	Ok, now let me check your picture.
7.	What is your picture about?
8.	Television
9.	And you?
10.	I didn't come to school last week, Sir so I don't bring the picture
11.	Ok, listen to me.
12.	All of you, what should you do with your picture?
13.	Description
14.	Yes, you are going to describe your picture in the piece of paper. Later on after this, we are going to read what you have written.
15.	Do you know descriptive text?

16.	It is about describing something
17.	Yes, text that describe about thing, person or place.
18.	Have you ever made a descriptive text?
19.	Yes
20.	What is the first element of descriptive text?
21.	General description
22.	Yes, you have to describe in general first. Then after that what should you do?
23.	Description
24.	Yes, you should describe in a specific.
25.	What is the purpose of descriptive text?
26.	To describe what?
27.	Yes you, please read aloud!
28.	To describe general about something.
29.	Yes, to describe about something. Besides a thing, person also can be described.
30.	Ok, today you will learn to write something.
31.	Please make in the piece of paper.
32.	Don't forget to write your identity on the top of the corner.
33.	First of all, you have to write the title.
34.	Remember this, every paragraph should be clear.
35.	For example, telephone. In the first paragraph you have to describe telephone in general.
36.	The second paragraph, describe what you want to describe, for example the shape.
37.	May be there is a small, medium or big
38.	Describe what you know.
39.	Then, what should you write in the next paragraph?

40.	How to use it
41.	Yes, how to use it
42.	I think you already know about it
43.	Next, it can be the function
44.	What should we write in the last paragraph?
45.	Conclusion
46.	Yes, the conclusion or suggestion
47.	Besides communication, what is the function of telephone?
48.	Business
49.	So far, is there any question?
50.	There is no question?
51.	No
52.	So, you can start writing. So, you can start writing.
53.	You will get two scores, writing and reading
54.	Is there any absent?
55.	No what is it?
56.	Television
57.	What is television?
58.	Media visual
59.	Please divide into some paragraphs
60.	Yes, Sir
61.	What is your picture?
62.	Television, but its effect
63.	Make a cause-effect paragraph
64.	Still remember the previous cause-effect?
65.	The negative effects of watching the television are forget to study, sick and so on

66.	Yes, Sir.
67.	What is your picture?
68.	Camera
69.	What is the function of camera?
70.	Taking picture
71.	Yes, besides it can be used for administration, can be
72.	Yes, it can
73.	After that, describe the shape of camera
74.	Yes, Sir
75.	It is time to break a while
76.	Have you finished?)
77.	No
78.	Conclusion is an optional in descriptive text
79.	Now it is time to present your work
80.	Are you ready?
81.	Sooner is better, right?
82.	Yes
83.	We will continue in the next meeting
84.	Make sure that you are ready nex week
85.	Yes, Sir
86.	Thank you for coming

APPENDIX 5

DATA TABULATION

Meeting 1

Teacher : Ketut Merta, S.Pd

Date : Senin, 29 April 2019

Location : SMA Negeri 3 Singaraja

Class : X IPA 1

Theme : Riddle

No	Learning Skill	Learning Stages	Learning Activity	Unit Encounters	LA and PA		
					T-S	S-T	S-S
1.		Pre-activity	Greeting	1	3. Om swastyastu (PA)	2. Om swastiyastu (LA)	1. Stand up! ngaturang Pananganjali (LA)

			Praying	-		<i>(They were responding by praying silently based on their own religion or belief)"</i>	4. Before we start our lesson today, lets pray for a moment. Pray starts. (LA)
				-		<i>(they were responding by ending the pray)</i>	5. Pray ends (LA)
		Whilst-activity	Observing	-	6. You can see page 57 (LA)	<i>(They were responding by reading the book page 57)</i>	-
				-	7. Could it be is related to the riddle (LA)	<i>(They were responding by paying attention to the teacher)"</i>	-
			Questioning	2	8. Still remember about riddle? (LA)	9. Yes (PA)	-
				-	10. Before using this word, you share your	<i>(They were responding by listening</i>	-

				opinion about riddle (LA)	<i>to the teacher)</i>	
			-	11. You say your riddle first, then it will guess using these expressions. (LA)	<i>(They were responding by paying attention to the teacher)"</i>	-
			3	12. Do you understand? (LA)	13. Yes (PA)	
			-	14. For example, when I was young, I usually wear blanket, While I was old, I never use blanket again (LA)	<i>(They were responding by paying attention to the teacher)"</i>	
			-	15. Now you can guess by using could it be and your answer (LA)		
			-	16. Perhaps it is and your answer (LA)		

				-	17. Or you can use I think it is and your answer (LA)		
				-	18. The other students will share their idea, like the previous riddle. (LA)		
				-	19. Who can guess? (LA)		
				-	20. Come on! (LA)		
				-	21. When I was young, I usually wear blanket, While I was old, I never use blanket again. (LA)		
				-	22. Who knows the answer? (LA)		
				4	23. Give up? (LA)	24. No (PA)	
				5	25. Raise your hand please! (LA)	26. S1: I am sir (PA)	

				27. Yes you (LA)	28. S1: Bamboo (PA)	
				29. Yes, good (LA)		
			6	30. Ok, do you understand? (LA)	31. Yes (PA)	
			-	32. You can use these words if your friends' answer is correct or wrong (LA)		
			7	33. Any question? (LA)	34. No (PA)	
			-	35. Ok, now please write a riddle (LA)		
			-	36. It is individual work (LA)		
	Writing	Exploring	-	37. Now make a riddle first, then you can use these words or phrases (LA)	<i>(They were responding by preparing a piece of paper)</i>	

			8	38. Alright, any question? (LA)	39. No (PA)	
			-	40. Ok, now start! (LA)		
			-	41. Don't make a hard riddle, make an easy one. (LA)		
			9	42. Still remember your previous riddle? (LA)	43 No (PA)	
			-	44. Please make an easy riddle so that your friend is easier to guess (LA)		
			10	45. are you ready? (LA)	46. Yes (PA)	
			-	47. Now the other students try to answer or guess using the expression. (LA)		
			11	48. what is your name? (LA)	49. S1: Rina (PA)	
				50. Yes, Rina (PA)		51. What goes around the world,

							but stays in a corner? LA
					52. one who guess please use perhaps it is, it could be or I think it is. (LA)		
			12		53. Could you repeat once again your riddle? (LA)		54. S1: What goes around the world, but stays in a corner? (LA)
					55. Who can guess? (LA)	56. S2: I think it is a stamp. (PA)	
					57. Then your respond is? (LA)	58. S1: yes, you are right. (PA)	
					59. Ok, do you understand the way? (LA)	60. Yes (PA)	
			13		61 Ok, others? (LA)	62. S3: me (PA)	
					63. Next, what is your name? (LA)	64. S3: Adi Sanjaya (PA)	
					65. Yes, please (LA)		66. S3: what's full of holes, but still hold water? (LA)

				67. Ok good. Who can answer? (PA-LA)	68. S4: I am, Sir (PA)	
				69. What is your name? (LA)	70. S5: Arya (PA)	
				71. your number? (LA)	72. S5: twenty-four (PA)	
				73. Ok, what is the answer? (LA)	74. S5: I think it is a sponge (PA)	
				75. Is that your answer? (LA)	76. S4: yes (PA)	
				77. What is your respond? (LA)	78. S4: yes, you are right (PA-LA)	
			14	79. Ok, next? (PA)	80. S6: I am, I am (PA)	
				81. Your number? (LA)	82. S6: twenty-five (PA)	
				83. Yes, please! (LA)		84. S6: give it food and it will life, give it water

						and it will die. What is it? (LA)
				85. Once again! (LA)		86. S6: give it food and it will life, give it water and it will die. What is it? (PA- LA)
				87. Give it food and it will life, give it water and it will die. (LA)		
				88. Ok, who can answer? (LA)	89. S7: me (PA)	
				90. What number are you? (LA)	91. S7: fire (PA)	
				92. Your number? (LA)	93. S7: five (PA)	
				94. what is the answer? (LA)	95. S7: fire (PA)	
				96. Use the words in your book. (LA)	97. S7: I think it is fire (PA)	
				98. Ok, good! (LA)		
			-	99. please listen to me! (LA)		

				-	100. Now find your group at least two students in one group. (LA)	<i>(they were responding by making a group)</i>	
				-	101. We are going to make a dialogue. (LA)	<i>(They were responding by listening to the teacher)</i>	
				-	102. Don't forget to use the words on your book. (LA)		
			Associating	-	103. Your riddle is based on your opinion. (LA)		
				-	104. If you want to guess, please use perhaps it is, I think it is or could it be. (LA)		
				15	105. Do you understand? (LA)	106. Yes (PA)	

			-	107. Your work will be in the form of written in the piece of paper. (LA)		
			-	108. Don't forget to write your name, your number and your class. (LA)		
			16	109. Understand? (LA)	110. Yes (PA)	
			-	111. Ok, I will check your understanding (LA)		
			17	112. What is your name? (LA)	113. S8: Yudana (PA)	
				114. Ok, what we are going to do? (LA)	115. S8: make a group, make a riddle, the other will answer (PA)	
			-	116. Ok, one more? (LA)		

				18	117. Your name? (LA)	118. S9: Mahadipta (PA)	
					119. Mahadipta, what are you going to do? (LA)	120. S9: make a group, make a riddle, the other will answer (PA)	
					121. Your friend will answer using? (LA)	122. S9: expression in the book. (PA)	
					123. Ok, good. (LA)		
				-	124. Now you can start it. (LA)		
				-	125. Listen to me! (LA)		
				-	126. I will give two scores, writing and speaking. (LA)		
				-	127. If you still confuse, feel free to ask me. (LA)		

				19		128. S9: Sir, it is correct? (LA)	
					129. Do you have another guess should be do you have another riddle (LA)	130. Yes, Sir (PA)	
					131. Letter "I" for "I" it should be capital letter. (LA)	132. yes, Sir (PA)	
				-	133. Starting a sentence should also be capital letter (LA)		
				20	134. "the answer" it is better become "the correct answer is". (LA)	135. yes, Sir (PA)	
				-	136. ok, good. (LA)		
	Speaking		Communicating	21	137. now, who are ready to present the dialogue? (LA)	138. me sir (PA)	

					139. yes, please come in front of the class. (LA)	<i>(they were responding by coming in front of the class)</i>	
				-			140. Hello friends, we will present our riddle. (LA)
				-	141. ok, give applause! (LA)		
	-	Post-activity	Dismiss the class	-	142. because the bell is ringing, you can prepare for praying (LA)		
				-	143. thank you for coming today (LA)	<i>the students were responding by smiling)</i>	



Meeting 2

Teacher : Nyoman Kawan, S.Pd

Date : Senin, 6 Mei 2019

Location : SMA Negeri 3 Singaraja

Class : X IPA 3

Theme : Descriptive Text

No	Learning skill	Learning stages	Learning Activity	Unit Encouters	LA and PA		
					T-S	S-T	S-S

2.	Pre-activity	Greeting	1	3. Om swastyastu (PA)	2. Om swastiyastu (LA)	1. Stand up! ngaturang Pananganjali (LA)	
		Checking students' readiness	2	6. Hallo class, do you bring your dictionary? (LA)	7. Yes (PA)		
		Observing	-				
	Writing	Whilst-activity	Questioning	-	8. Ok, now let me check your picture. (LA)		
				9. What is your picture about? (LA)	10. S1: television (PA)		
				11. And you? (LA)	12. S2: I didn't come to school last week, Sir so I don't bring the picture. (PA)		
				-	13. Ok, listen to me. (LA)		

				14. all of you, what should you do with your picture? (LA)	15. description (PA)	
			4	16. Yes, you are going to describe your picture in the piece of paper. Later on, after this, we are going to read what you have written (PA)		
			5	17. Do you know descriptive text? (LA)	18. it is about describing something (PA)	
				19. Yes, text that describe about thing, person or place. (LA)		
			6	20. Have you ever made a descriptive	21. Yes (PA)	

					text before? (LA)		
				7	22. What is the first element of descriptive text? (LA)	23. general description (PA)	
					24. Yes, you have to describe in general first. Then after that what should you do? (PA-LA)	25. Description (PA)	
					26. Yes, you should describe in a specific. (LA)		
				-	27. What is the purpose of descriptive text? (LA)		
				-	28. To describe what? (LA)		
				8	29. Yes, you. Please reading aloud (LA)	30. to describe general	

					about something (PA-LA)	
					31. Yes, to describe about something. Besides a thing, person also can be described. (LA)	
				-	32. Ok, today you will learn to write descriptive text. (LA)	
			Associating	-	33. Please make in the piece of paper. (LA)	
				-	34. Don't forget to write your identity on the top corner. (LA)	
				-	35. First of all, you have to write the title. (LA)	

				36. Remember this, every paragraph should be clear. (LA)		
				37. For example, telephone. In the first paragraph you have to describe telephone in general. (LA)		
				38. The second paragraph, describe what you want to describe, for example the shape (LA)		
				39. May be there is a small, a medium or big one. (LA)		

				-	40. Describe based on what you know. (LA)		
			9	-	41. Then, what should you write in the next paragraph? (LA)	42. how to use (PA)	
				-	43. Yes, how to use it. (PA-LA)		
				-	44. I think you already know about it. (LA)		
				-	45. After that, it can be the function. (LA)		
			10	-	46. And what we write in the last paragraph? (LA)	47. conclusion (PA)	
				-	48. Yes, conclusion or suggestion (LA)		

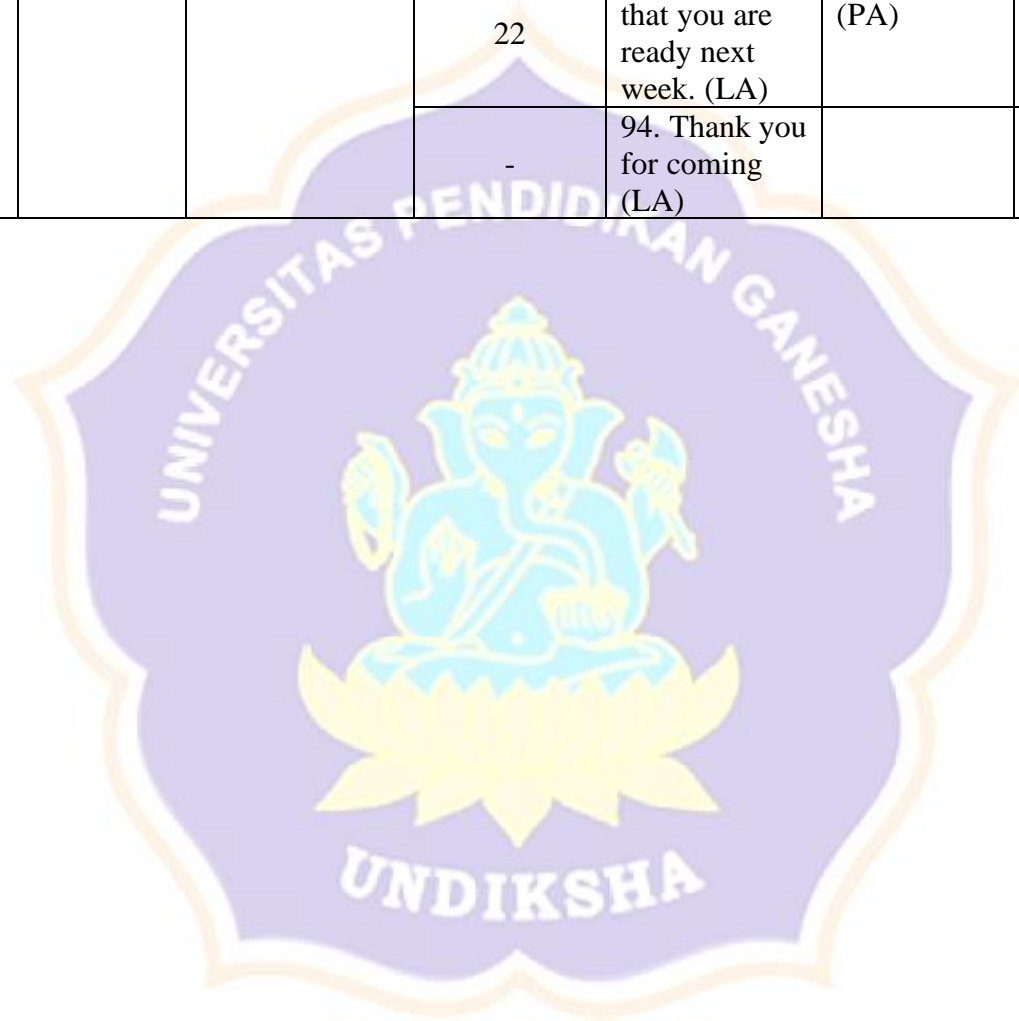
				11	49. For example, besides for communication, telephone can be used for what? (LA)	50. business (PA)	
				-	51. Yes, it can be (PA-LA)		
				-	52. So far, is there any question? (LA)		
				12	53. Well, there is no question? (LA)	54. No (PA)	
				-	55. Ok, you can start writing. (LA)		
				-	56. You get two scores today, writing and reading (LA)		
				13	57. Is there any absent today? (LA)	58. No (PA)	

					59. What is it? (LA)	60. television (PA)	
			14		61. so, what is television (PA-LA)	62. visual tool (PA)	
					63. Yes, a tool used to get the information. (PA-LA)		
			-		64. Then, describe its function. (LA)		
			15		65. Please divide into some paragraphs. (LA)	66. yes, sir (PA)	
					67. How about you? (LA)	68. television, Sir. But its effect (PA)	
			16		69. Ok, make cause and effect of television. (LA)		
			17		70. Do you still remember	71. I forget, Sir. (PA)	

				the cause-effect before? (LA)		
			-	72. Make the negative effect. (LA)		
		18		73. The negative effects of watching the television are forget to study, sick and so on. (LA)	74. yes, Sir. (PA)	
				75. What is your picture? (LA)	76. camera (PA)	
				77. What is the function of camera? (LA)	78. capturing a picture (PA)	
		19		79. Yes, besides it can be used for administration , can be? (LA)	80. yes (PA)	
				81. After that, describe the	82. yes, sir (PA)	

				shape of camera. (LA)		
			-	83. Ok, it is time to break for a while (LA)		
			20	84. have you finished? (LA)	85. No (PA)	
			-	86. Conclusion is an optional in descriptive text. (LA)		
		Communicatin	-	87. Now, it is time to present your work (LA)	<i>(they were responding by preparing the work)</i>	
			-	88. are you ready? (LA)		
			21	89. Sooner is better, right? (LA)	90. Yes (PA)	
		Post-activity	Upcoming activity	91. we will continue in the next meeting (LA)	<i>(they were responding by closing the book)</i>	

				22	92. make sure that you are ready next week. (LA)	93. yes, sir (PA)	
				-	94. Thank you for coming (LA)		



APPENDIX 6

DATA FINDINGS

Code:

M-1 / M-2 = Number of Meeting

T = Teacher

Ss = Students

01 = Number of Data

S = A Student

S1= captain of the class

No	Code	Data	Directive	Commissive	Expressive	Declarative	Assertive
1.	M1/S1-Ss/1	Stand up! Ngaturang panganjali!	Ordering				
2.	M1/Ss-T/2	Om Swastyastu			Welcoming		
3.	M1/S1-Ss/4	Before we start our lesson today, lets pray for a moment. Pray starts.	Praying				
4.	M1/S1-Ss/5	Pray ends!	Praying				
5.	M1/T-Ss/6	You can see page 57.	Ordering				

6.	M1/T-Ss/7	Could it be is related to the riddle	Telling				
7.	M1/T-Ss/8	Still remember about riddle?	Requesting				
8.	M1/T-Ss/10	Before using this word, you share your opinion about riddle					Explaining
9.	M1/T-Ss/11	You say your riddle first, then it will guess using these expressions					Explaining
10.	M1/T-Ss/12	Do you understand?	Requesting				
11.	M1/T-Ss/14	For example, when I was young, I usually wear blanket, While I was old, I never use blanket again.					Explaining
12.	M1/T-Ss/15	Now you can guess by using	Telling				

		could it be and your answer				
13.	M1/T-Ss/16	Perhaps it is and your answer	Telling			
14.	M1/T-Ss/17	You can use I think it is and your answer	Advising			
15.	M1/T-Ss/18	The other students will share their idea, like the previous riddle.	Telling			
16.	M1/T-Ss/19	Who can guess?	Requesting			
17.	M1/T-Ss/20	Come on!	Ordering act			
18.	M1/T-Ss/21	When I was young, I usually wear blanket, While I was old, I never use blanket again.				Explaining
19.	M1/T-Ss/22	Who knows the answer?	Requesting			

20.	M1/T-Ss/23	Give up?	Requesting				
21.	M1/T-Ss/25	Raise your hand please!	Ordering				
22.	M1/T-Ss/30	Ok, do you understand?	Requesting				
23.	M1/T-Ss/32	You can use these words if your friends' answer is correct or wrong	Advising				
24.	M1/T-Ss/33	Any question?	Requesting				
25.	M1/T-Ss/35	Ok, now please write a riddle	Requesting				
26.	M1/T-Ss/36	It is individual work	Telling				
27.	M1/T-Ss/37	Now make a riddle first, then you can use these words or phrases	Ordering				
28.	M1/T-Ss/38	Alright, any question?	Requesting				
29.	M1/T-Ss/40	Ok, now start.	Ordering				

30.	M1/T-Ss/41	Don't make a hard riddle, make an easy one.	Telling				
31.	M1/T-Ss/42	Still remember your previous riddle?	Requesting				
32.	M1/T-Ss/44	Please make an easy riddle so that your friend is easier to guess	Ordering				
33.	M1/T-Ss/45	Are you ready?	Requesting				
34.	M1/T-Ss/47	Now the other students try to answer or guess using the expression	Telling				
35.	M1/T-S/48	What is your name?	Requesting				
36.	M1/S-Ss/51	What goes around the world, but stays in a corner What is that?	Requesting				

37.	M1/T-Ss/52	One who guess please use perhaps it is, it could be or I think it is.	Advising				
38.	M1/T-S/53	Could you repeat once again your riddle?	Requesting				
39.	M1/T-Ss/55	Who can guess?	Requesting				
40.	M1/S-T/56	I think it is a stamp.				Confirming	
41.	M1/T-S/57	Then your respond is?	Requesting				
42.	M1/S-T/58	Yes, you are right				Complimenting	
43.	M1/T-Ss/59	Ok, do you understand the way?	Requesting				
44.	M1/T-Ss/61	Ok, others?	Requesting				
45.	M1/T-Ss/63	Next, what is your name?	Requesting				
46.	M1/T-S/64	Yes, please!	Ordering				

47.	M1/S-Ss/66	What's full of holes, but still hold water?	Requesting				
48.	M1/T-Ss/67	Ok good. Who can answer?	Requesting				
49.	M1/T-S/69	What is your name?	Requesting				
50.	M1/T-Ss/71	Your number?	Requesting				
51.	M1/T-S/73	Ok, what is the answer?	Requesting				
52.	M1/T-S/75	Is that your answer?	Requesting				
53.	M1/T-S/77	What is your respond?	Requesting				
54.	M1/T-S/81	Your number?	Requesting				
55.	M1/T-S/83	Yes, please!	Ordering				
56.	M1/T-S/85	Once again!	Ordering				
57.	M1/S-Ss/86	Give it food and it will life, give it	Requesting				

		water and it will die. What is it?					
58.	M1/T-Ss/87	Give it food and it will life, give it water and it will die.	Telling				
59.	M1/T-Ss/88	Ok, who can answer?	Requesting				
60.	M1/T-S/90	What number are you?	Requesting				
61.	M1/T-S/92	Your number?	Requesting				
62.	M1/T-S/94	What is the answer?	Requesting				
63.	M1/T-S/96	Use the words in your book.	Ordering				
64.	M1/S-S/98	Ok good!			Complimenting		
65.	M1/T-Ss/99	Please listen to me!	Ordering				
66.	M1/T-Ss/100	Now find your group at least two	Ordering				

		students in one group					
67.	M1/T-Ss/101	We are going to make a dialogue.	Telling				
68.	M1/T-Ss/102	Don't forget to use the words on your book.	Telling				
69.	M1/T-Ss/103	Your riddle is based on your opinion.	Telling				
70.	M1/T-Ss/104	If you want to guess, please use perhaps it is, I think it is or could it be.	Advising				
71.	M1/T-Ss/105	Do you understand?	Requesting				
72.	M1/T-Ss/107	Your work will be in the form of written in the piece of paper.	Telling				
73.	M1/T-Ss/108	Don't forget to write your name,	Telling				

		your number and your class.				
74.	M1/T-Ss/109	Understand?	Requesting			
75.	M1/T-Ss/111	Ok, I will check your understanding			Confirming	
76.	M1/T-S/112	What is your name?	Requesting			
77.	M1/T-S/114	Ok, what we are going to do?			Confirming	
78.	M1/T-Ss/116	Ok, one more?	Requesting			
79.	M1/T-Ss/117	Your name?	Requesting			
80.	M1/T-S/119	Mahadipta, what are you going to do?	Requesting			
81.	M1/T-S/121	Your friend will answer using?				Clarifying
82.	M1/T-S/123	Ok, good!			Complimenting	
83.	M1/T-Ss/124	Now you can start it.	Ordering			

84.	M1/T-Ss/125	Listen to me!	Ordering				
85.	M1/T-Ss/126	I will give two scores, writing and speaking	Telling				
86.	M1/T-Ss/127	If you still confuse, feel free to ask me.	Advising				
87.	M1/S-T /128	Sir, it is correct?				Confirming	
88.	M1/T-Ss/129	Do you have another guess should be do you have another riddle	Advising				
89.	M1/T-S/131	Letter “I” for “I” it should be capital letter	Advising				
90.	M1/T-S/132	Starting a sentence should also be capital letter	Advising				
91.	M1/T-S/134	“the answer” it is better become	Advising				

		“the correct answer is”					
92.	M1/T-S/136	Ok, good.			Complimenting		
93.	M1/T-S/137	Now, who are ready to present the dialogue?	Requesting				
94.	M1/T-S/139	Yes, please come in front of the class.	Ordering				
95.	M1/S-Ss/140	Hello friends, we will present our riddle.	Telling				
96.	M1/T-S/141	Ok, give applause!			Complimenting		
97.	M1/T-S/142	Because the bell is ringing, you can prepare for praying	Telling				
98.	M1/T-S/143	Thank you for coming today.			Thanking		

99.	M2/S1-Ss/1	Stand up! Ngaturang panganjali!	Ordering				
100.	M2/Ss-T/2	Om Swastyastu			Welcoming		
101.	M2/T-Ss/6	Hallo class, do you bring your dictionary?				Confirming	
102.	M2/T-Ss/8	Ok, now let me check your picture.				Confirming	
103.	M2/T-S/9	What is your picture about?	Requesting				
104.	M2/T-S/11	And you?	Requesting				
105.	M2/T-Ss/13	Ok, listen to me	Ordering				
106.	M2/T-Ss/14	All of you, what should you do with your picture?	Requesting				
107.	M2/T-Ss/16	Yes, you are going to describe your picture in the piece of	Telling				

		paper. Later on, after this, we are going to read what you have written					
108.	M2/T-Ss/17	Do you know descriptive text?	Requesting				
109.	M2/T-Ss/19	Yes, text that describe about thing, person or place.			Confirming		
110.	M2/T-Ss/20	Have you ever made a descriptive text before?			Confirming		
111.	M2/T-Ss/22	What is the first element of descriptive text	Requesting				
112.	M2/T-Ss/24	Yes, you have to describe in general first. Then after that what should you do?	Requesting				

113.	M2/T-Ss/26	Yes, you should describe in a specific.	Advising				
114.	M2/T-Ss/27	What is the purpose of descriptive text?	Requesting				
115.	M2/T-Ss/28	To describe what?				Confirming	
116.	M2/T-Ss/29	Yes, you. Please reading aloud	Ordering act				
117.	M2/S-T/30	To describe general about something	Telling				
118.	M2/T-Ss/31	Yes, to describe about something. Besides a thing, person also can be described.				Confirming	
119.	M2/T-Ss/32	Ok, today you will learn to write descriptive text	Telling				

120.	M2/T-Ss/33	Please make in the piece of paper.	Ordering				
121.	M2/T-Ss/34	Don't forget to write your identity on the top corner.	Telling				
122.	M2/T-Ss/35	First of all, you have to write the title.	Ordering				
123.	M2/T-Ss/36	Remember this, every paragraph should be clear.	Advising				
124.	M2/T-Ss/37	For example, telephone. In the first paragraph you have to describe telephone in general.					Explaining
125.	M2/T-Ss/38	The second paragraph, describe what you want to describe,					Explaining

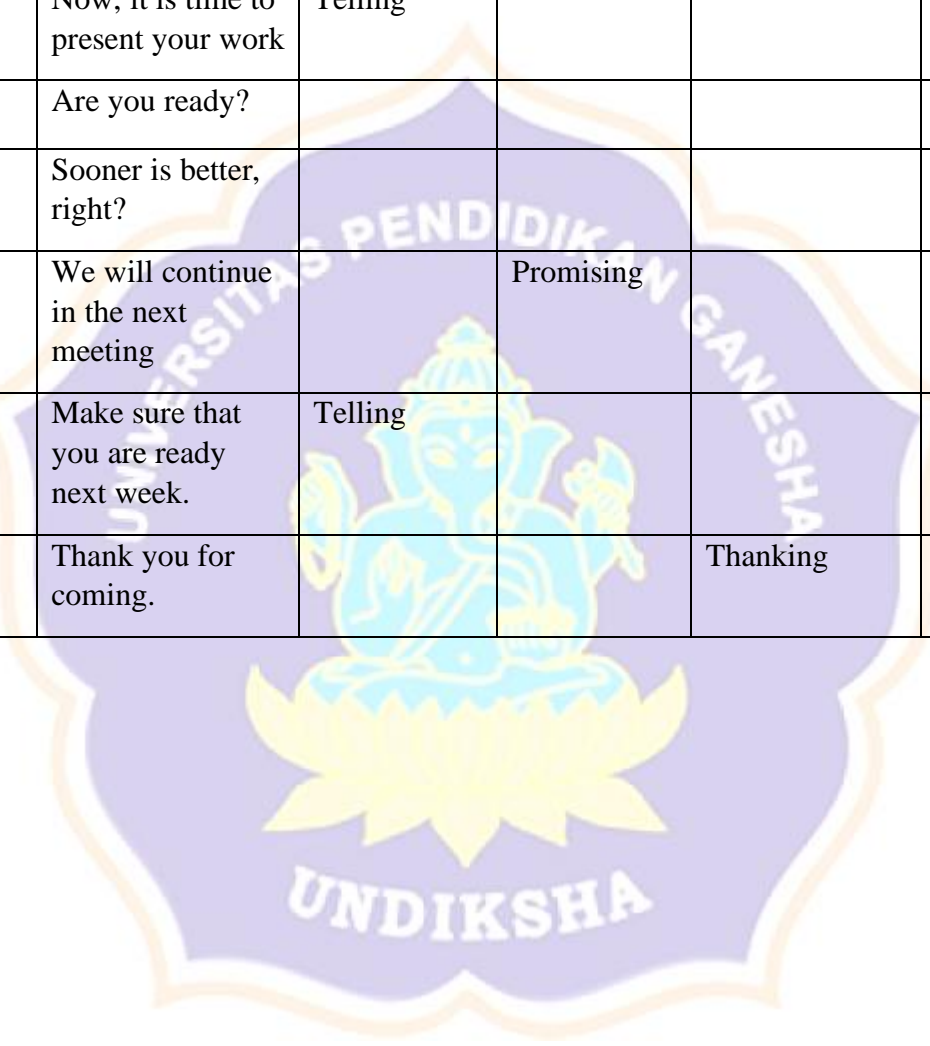
		for example the shape					
126.	M2/T-Ss/39	May be there is a small, a medium or big one.	Telling				
127.	M2/T-Ss/40	Describe based on what you know.	Telling				
128.	M2/T-Ss/41	Then, what should you write in the next paragraph?	Requesting				
129.	M2/T-Ss/43	Yes, how to use it				Confirming	
130.	M2/T-Ss/44	I think you already know about it				Confirming	
131.	M2/T-Ss/45	After that, it can be the function.	Ordering				
132.	M2/T-Ss/46	And what we write in the last paragraph?	Requesting				

133.	M2/T-Ss/48	Yes, conclusion or suggestion				Confirming	
134.	M2/T-Ss/49	For example, besides for communication, telephone can be used for what?				Confirming	
135.	M2/T-Ss/51	Yes, it can be				Confirming	
136.	M2/T-Ss/52	So far, is there any question?				Confirming	
137.	M2/T-Ss/53	Well, there is no question?				Confirming	
138.	M2/T-Ss/55	Ok, you can start writing.	Ordering				
139.	M2/T-Ss/56	You get two scores today, writing and reading	Telling				
140.	M2/T-Ss/57	Is there any absent today?				Confirming	
141.	M2/T-S/59	What is it?	Requesting				

142.	M2/T-S/61	So, what is television?	Requesting				
143.	M2/T-S/63	Yes, a tool used to get the information	Telling				
144.	M2/T-S/64	Then, describe its function.	Ordering				
145.	M2/T-S/65	Please divide into some paragraphs	Ordering				
146.	M2/T-S/67	How about you?	Requesting				
147.	M2/T-S/69	Ok, make cause and effect of television	Ordering				
148.	M2/T-S/70	Do you still remember the cause-effect before?	Requesting				
149.	M2/T-S/72	Make the negative effect.	Ordering				
150.	M2/T-S/73	The negative effects of watching the					Explaining

		television are forget to study, sick and so on.					
151.	M2/T-S/75	What is your picture?	Requesting				
152.	M2/T-S/77	What is the function of camera?	Requesting				
153.	M2/T-S/79	Yes, besides that it can be used for administration, can be?				Confirming	
154.	M2/T-S/81	After that, describe the shape of camera	Ordering				
155.	M2/T-Ss/83	Ok, it is time to break for awhile	Telling				
156.	M2/T-Ss/84	Have you finished?				Confirming	
157.	M2/T-Ss/86	Conclusion is an optional in descriptive text.	Telling				

158.	M2/T-Ss/87	Now, it is time to present your work	Telling				
159.	M2/T-Ss/88	Are you ready?				Confirming	
160.	M2/T-Ss/89	Sooner is better, right?				Confirming	
161.	M2/T-Ss/91	We will continue in the next meeting		Promising			
162.	M2/T-Ss/92	Make sure that you are ready next week.	Telling				
163.	M2/T-Ss/94	Thank you for coming.			Thanking		



APPENDIX 7

DATA PERCENTAGES

Kind of Speech Acts produced in classroom	Illocutionary Point	Frequency	Percentage
Directives	Praying	4	2,3%
	Ordering	26	15,1%
	Requesting	55	32%
	Advising	11	6,4%
	Telling	29	16,9%
Total		125	72,7%
Commissive	Promising	1	0,6%
Total		1	0,6%
Expressive	Welcoming	4	2,3%
	Complimenting	6	3,5%
	Thanking	2	1,1%
Total		12	7%
Declarative	Confirming	24	14%
Total		24	14%
Assertive	Explaining	8	4,7%
	Clarifying	2	1,1%
Total		10	6%
Total utterance produced in the classroom.		172	100%

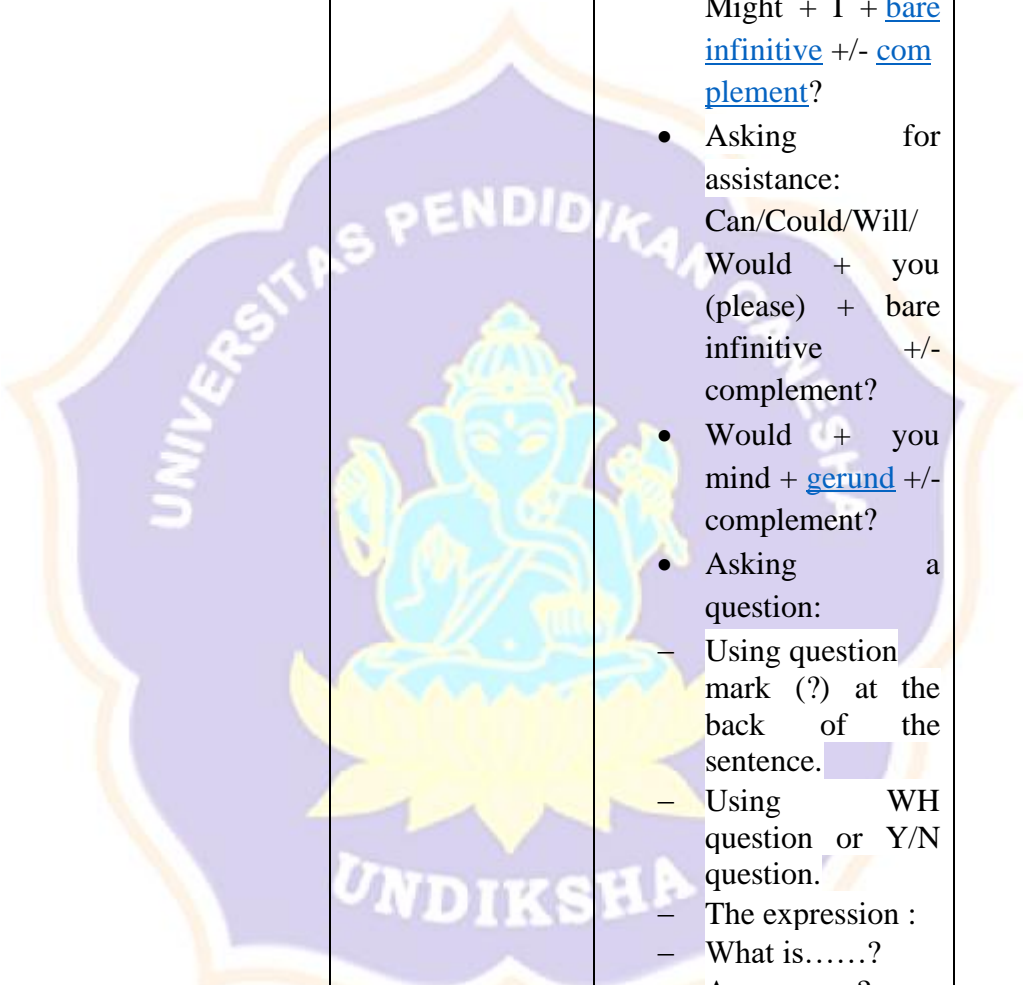
APPENDIX 8

RECAPITULATION OF SEARLE'S CLASSIFICATION OF SPEECH ACT

Directives	Commissive	Expressive	Declaratives	Assertive
1. Ordering	1. Guaranteeing	1. Apologizing	1. Declaring	1. Describing
2. Requesting	2. Promising	2. Thanking	2. Approving	2. Classifying
3. Telling	3. Refusing	3. Condoling	3. Disapproving	3. Stating
4. Advising	4. Threatening	4. Congratulating	4. Resigning	4. Explaining
5. Praying	5. Offering	5. Deploring	5. Blessing	5. Clarifying
		6. Welcoming	6. Confirming	
		7. Forgiving	7. Naming	
		8. Boasting	8. Cursing	
		9. Complimenting		
TOTAL = 32				

1. DIRECTIVE ACT

No	Types	Definition	Verb Synonym	Structure	Example
1.	Ordering Act	According to Trosborg (1995), order is asking someone to do something or say that something has to be done, this shows that you have authority. It is usually used to give order thereby causing the hearer to take a particular action.	<ul style="list-style-type: none"> • Commanding • Instructing • Enjoining • Summoning 	<ul style="list-style-type: none"> • Command can end with a period (.) or an exclamation mark (!). • Subject + Verb + Object • Verb + Object • Verb + ! 	<ol style="list-style-type: none"> 1. "You, give me your money, now!" 2. "Open the door!" 3. "Go out!"
2.	Requesting Act	According to Trosborg (1995), a request is a speech act by which a requester conveys his or her wants to a requestee in order to perform an act which is for the benefit of the requester.	<ul style="list-style-type: none"> • Asking • Demanding • Supplicating • Begging • Beseech • Imploring • Entreating 	<ul style="list-style-type: none"> • Request indicate by the word like could, would, can, may, will, and should. • Formulation: • Asking for permission: Can/Could/May/ 	<ol style="list-style-type: none"> 1. "Can you give me some cakes?" 2. "Could I use your computer to print and scan?" 3. "What is narrative?" 4. "Please help me to find my mother"

			<p>Might + I + bare infinitive +/- complement?</p> <ul style="list-style-type: none"> • Asking for assistance: Can/Could/Will/ Would + you (please) + bare infinitive +/- complement? • Would + you mind + gerund +/- complement? • Asking a question: <ul style="list-style-type: none"> - Using question mark (?) at the back of the sentence. - Using WH question or Y/N question. - The expression : <ul style="list-style-type: none"> - What is.....? - Are you.....? 	
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				<ul style="list-style-type: none"> - Do you? - Where does....? • Request both humbly and earnestly while expressing a strong desire. - Please help me.. + strong desire - Please don't + strong desire 	
3.	Advising Act	<p>According to Brown and Levinson (1987) giving advice is regarded as a face threatening act although the speaker's intentions do not hinder hearer's freedom of action. Advising function of directive speech offers someone what should do or how to act in a particular situation. An advice tends to be positive.</p>	<ul style="list-style-type: none"> • Recommending • Suggesting • Lecturing • Advocating • Admonishing • Exhorting 	<p>Using <u>modal auxiliaries</u> "must, ought to, and should".</p> <p>Formulation:</p> <ul style="list-style-type: none"> • If I were you I should + Verb • You had better + Verb • Why don't you + Verb ... • It's time you + Verb 2 (Past Form) 	<ol style="list-style-type: none"> 1. "It will be better if you do your work in your home" 2. "You must take care of yourself carefully!" 3. "If I were you I should work at the hospital" 4. "You had better brush your teeth" 5. "Why don't you go home now?" 6. 'It's time you stopped smoking'

4.	Telling Act	According to Trosborg (1995), tell a hearer to do something is to direct him in a manner (or mode) which does not give him the option of refusal. It is more detail and complex than just stating something or giving information only. It can make someone understand about something easier.	<ul style="list-style-type: none"> • Reporting • Notifying • Saying • Claiming • Mentioning • Informing • Determining 	<ol style="list-style-type: none"> 1. Subject + Verb/Adj + Object 2. Subject + Verb/Adj 3. Adj + Object 4. Subject + have/has + Object 5. Subject + is/am/are + Object 	<ol style="list-style-type: none"> 1. “This is mine, not yours.” 2. “In this school, we have 3 classes.” 3. “My cat has a short tail, small eyes, flat nose and very soft fur.”
5.	Praying act	To pray is to entreat God (or some other sacred person or entity)	<ul style="list-style-type: none"> • Worshiping 	<ol style="list-style-type: none"> 1. The sentence is always giving thanks to the God, soul, father, deity and any religious thing. 2. Usually used phrase like: <ul style="list-style-type: none"> • Let us pray before.... 	<ol style="list-style-type: none"> 1. “Hopefully the god blessed us” 2. “Let us pray for a moment”

				<ul style="list-style-type: none"> • Before we Let's pray for a moment. 	
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2. COMMISSIVE ACT

No	Types	Definition	Verb synonym	Structure	Example
1.	Guaranteeing act	To guarantee something is to perform a complex speech act. A speaker who guarantees a certain object or state of affairs both asserts that this object or state of affairs will continue in a certain condition and promises the hearer a certain compensation (for example exchange or repair) if this turns out not to be the case.	<ul style="list-style-type: none"> • Assuring • Ensuring • Insuring • Maintaining • Protecting • Proving • Securing • Supporting • Warranting 	<ol style="list-style-type: none"> 1. Usually used phrase like : <ul style="list-style-type: none"> • I guarantee you will.... • Prove that..... 2. Usually used with: <ul style="list-style-type: none"> • Used with adjectives • Used with verbs • Used with prepositions • Used with adverbs 	<ol style="list-style-type: none"> 1. "I guarantee you will pass the exam if you study hard" 2. "If you get good score it prove that you are study hard" 3. "The head master assured me all the students will pass the graduate"

				<ul style="list-style-type: none"> • Used with nouns 	
2.	Promising act	<p>Promising act is usually used to assure the listeners that they will definitely do, arrange, or give something.</p> <p>Promise is always made to a hearer to do something for his benefit it involve a rather special kind of commitment namely an obligation.</p>	<ul style="list-style-type: none"> • Swearing • Pledging • Vowing 	<ul style="list-style-type: none"> • The common word used is “will” and followed with promise • It formed by the speaker only. • I would + promise • I will + promise • The sentence is usually contains of the truth condition. I swear + truth condition 	<ol style="list-style-type: none"> 1. “If you active in my class I promise I will give you good score” 2. “You are not really promising in this class” 3. “I swear that I am not cheating in this exam”
3.	Refusing act	<p>A refusal is the illocutionary denegation of an acceptance. Refuse has the additionally preparatory condition that one has been given the option of acceptance or refusal. When one refuses to obey an order or</p>	<ul style="list-style-type: none"> • Declining • Ignoring • Protesting • Rebuffing 	<ol style="list-style-type: none"> 1. The sentence contains about the speaker’ refusal of the suggestion or an obligation 2. It usually stated with the word “sorry” 	<ol style="list-style-type: none"> 1. “I cannot answer the question sir” 2. “I am afraid I cannot finish your task” 3. “Sorry I can’t come to your home tonight I have to


		command, one can't say that one refuses the order or command but rather that one refuses to obey it, for example offers and invitation	<ul style="list-style-type: none"> • Rejecting 	<p>3. The common phrase that are used in the beginning of the sentence are like:</p> <ul style="list-style-type: none"> • Sorry I can't... • Sorry I don't • Sorry I could not.... • I am afraid I cannot... 	finish my homework.”
4.	Threatening	Threatening is an act to threat the hearer to do something or not	<ul style="list-style-type: none"> • Intimidating • Frightening • Endangering 	<p>1. Conditional type 1 + subject + modals</p> <p>2. Don't + verb or subject + modals...</p>	<p>3. “If you don't finish it in five minutes I will get you zero score”</p> <p>4. “Don't cheating or you will get zero score in my class ”</p>

5.	Offering	This type of commissive act is use to present or proffer something for the listeners to accept or reject as so desired.	<ul style="list-style-type: none"> • Presenting • Giving • Proffering • Providing 	<ol style="list-style-type: none"> 1. In this sentence the speaker want to offer for help, assistance, or something to be accepted or not by the listener 2. The common phrase that used such as: <ul style="list-style-type: none"> • What can I do... • May I + an offer • Do you want + an offer • Could I + an offer • Allow me to + an offer 	<ol style="list-style-type: none"> 1. "What can I do for you?" 2. "May I help you?" 3. "Do you want a pen?"
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3. EXPRESSIVE ACT

No	Types	Definition	Verb synonym	Structure	Example
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1.	Apologizing Act	Apologizing is an act of apologize in order to appease people we have injured, avoid accusation and revenge, to implicate contrition, and elicit acts of forgiving and be freed from guilt.	<ul style="list-style-type: none"> • Pardoning • Excusing oneself 	<p>1. Common Expression:</p> <ul style="list-style-type: none"> • I do apologize for... • I must apologize for... • I apologize for... • I'd like to apologize for... • I am so sorry for... • I shouldn't have... • I'm very sorry for / that ... • I apologize if I ... • I apologize for (+ ing form of verb) • It's all my fault. • I'm ashamed of... • Please, forgive me for... • Excuse me for ... • I'm terribly sorry for... 	1. "I'm sorry, I can't help it"
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			<ul style="list-style-type: none"> • Pardon me for this... • Please, forgive me for my • Please, accept my apologies for... • Sorry. • I'm (so / very / terribly) sorry. • Ever so sorry. • How stupid / careless / thoughtless of me. • Pardon (me) • That's my fault. • Sorry. It was all my fault. • Please excuse my (ignorance) • Please don't be mad at me. • Please accept our (sincerest) apologies 	
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2.	Thanking Act	Thanking act is an act of expressing positive feeling of having benefited (service) from the action of another person. The point is express gratitude.	<ul style="list-style-type: none"> • Thanks • Thanking 	<p>1. Common Expression:</p> <ul style="list-style-type: none"> • Thank you (<u>for</u> + noun / <u>-ing</u>) • Thank you very much • Thank you so much • Thank you a lot • Thanks a lot 	<p>1. “Thank you for sending my postcard”</p>
3.	Condoling Act	Condoling act is opposite act of congratulating, this act is expressing sympathy to someone who is suffering sorrow, misfortune, ill, or being orphan. (Norrick, 1978:287)	<ul style="list-style-type: none"> • Sorrowing • Mourning • Grieving 	<p>1. The expressions:</p> <ul style="list-style-type: none"> • I was heartbroken by this sad news. • I will never forget when he/she... • You were such a dedicated friend /mother/sister to • He / She will be sadly missed. 	<p>1. “I am so sorry to hear about your loss.”</p>

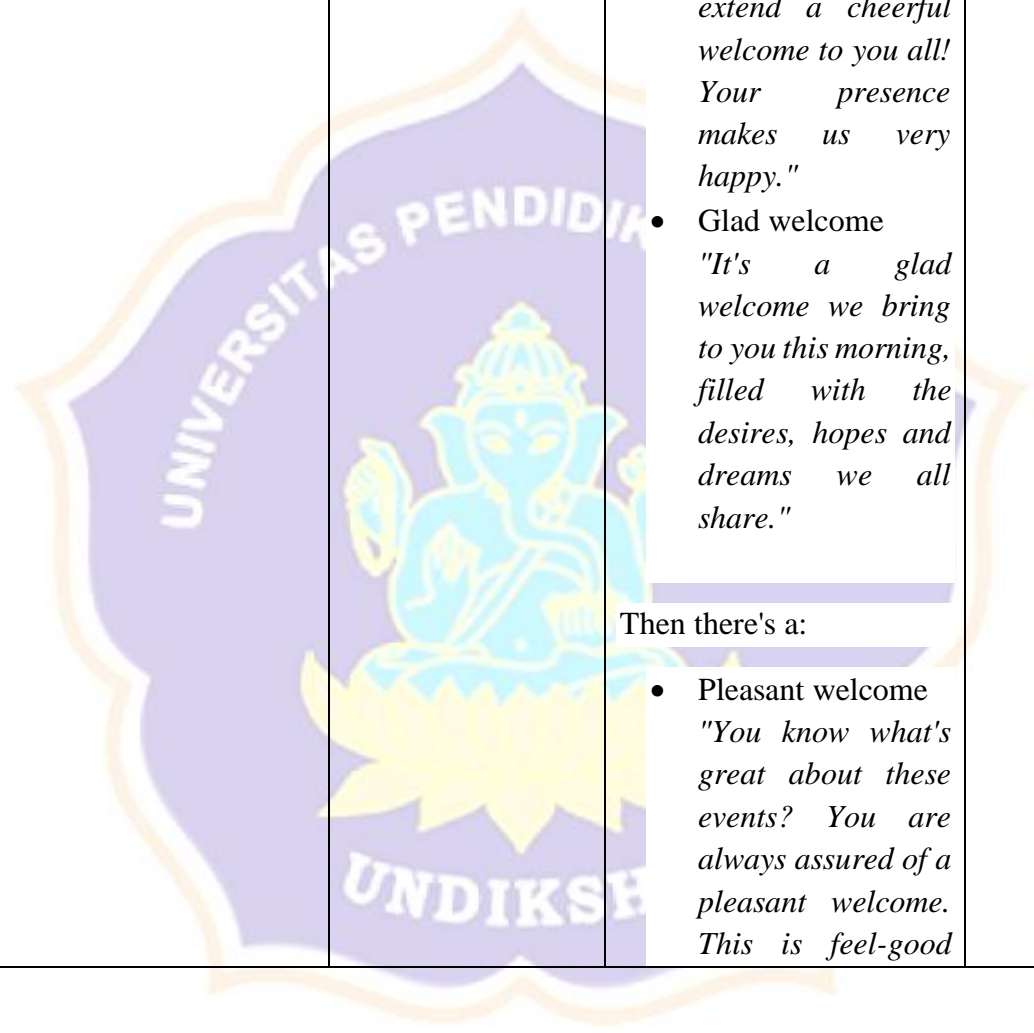
				<ul style="list-style-type: none"> • I'm sorry, but I am at a loss for words. • If you need anything, please ask. • When you are feeling up to it, let's have coffee together. • I'm here for you if you need anything. • Thanks for taking the time to let me know about..... 	
4.	Congratulating Act	<p>Congratulating act is an expression of pleasure in order to encouraging the addressee to continue his efforts and the relation to the condition is beneficial or good for the hearer. (Norricks, 1978:287)</p>	<ul style="list-style-type: none"> • Felicitating 	<p>1. The expressions:</p> <ul style="list-style-type: none"> • Congratulation • Congratulations • Congratulations on your succeeds • Happy Birthday • Happy New Year 	<p>1. "I congratulate you on winning the competition"</p>



- Happy Anniversary
- Let me congratulate you
- That's great!
- Pretty Good
- I'd be the first to congratulate you on.
- I'd like to congratulate you on ...
- Please accept my warmest congratulations.
- May I congratulate you on ...
- I must congratulate you.
- It was great to hear about ...
- Well done!
- Nice one!

5.	Deploring Act	Deploring act or censoring act is an act of judge or criticize the addressee by blaming or condemning sternly. (Norrick, 1978:287)	<ul style="list-style-type: none"> • Denouncing • Complaining • Lamenting • Blaming • Regretting 	<ul style="list-style-type: none"> • Fantastic! <p>1. The Expressions:</p> <ul style="list-style-type: none"> • It was your fault! • You are the one to blame! • How could you do such a thing? • It's your mistake/fault. • I think you are to blame. • I think you are the one who could have done it. • Are you out of your mind? • I can't believe that you did it. • I hope you're sorry. • I hope you are sorry for.... 	<p>1. "I hope you are sorry for not listening to my explanation."</p>
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				<ul style="list-style-type: none"> • What on earth were you thinking? 	
6.	Welcoming Act	Welcoming act is an act of expressing positive feeling to someone arrival (Norrick, 1978:289)	<ul style="list-style-type: none"> • Welcoming • Greeting • Receiving • Accepting • Hailing 	<p>1. The expressions: It could be a:</p> <ul style="list-style-type: none"> • Warm welcome <i>"Luckily the weather is on our side today! The sun and I are pleased to offer you a warm welcome."</i> • Hearty welcome <i>"Here's a hearty welcome, big and warm enough to encompass you all! To say we are thrilled to see you is an understatement."</i> • Cheerful welcome <i>"It's my pleasure to</i> 	<ol style="list-style-type: none"> 1. "Good morning class" 2. "How are you today?"

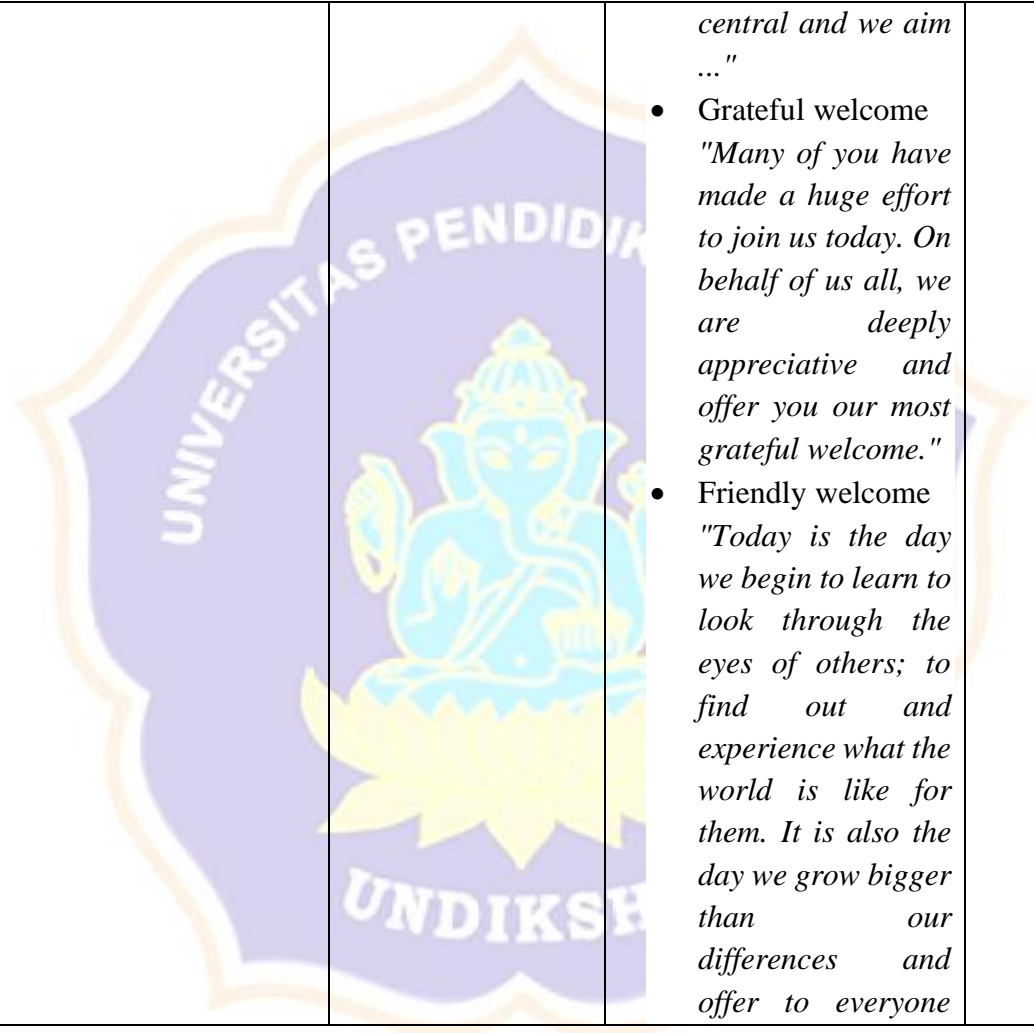


*extend a cheerful
welcome to you all!
Your presence
makes us very
happy."*

- Glad welcome
*"It's a glad
welcome we bring
to you this morning,
filled with the
desires, hopes and
dreams we all
share."*

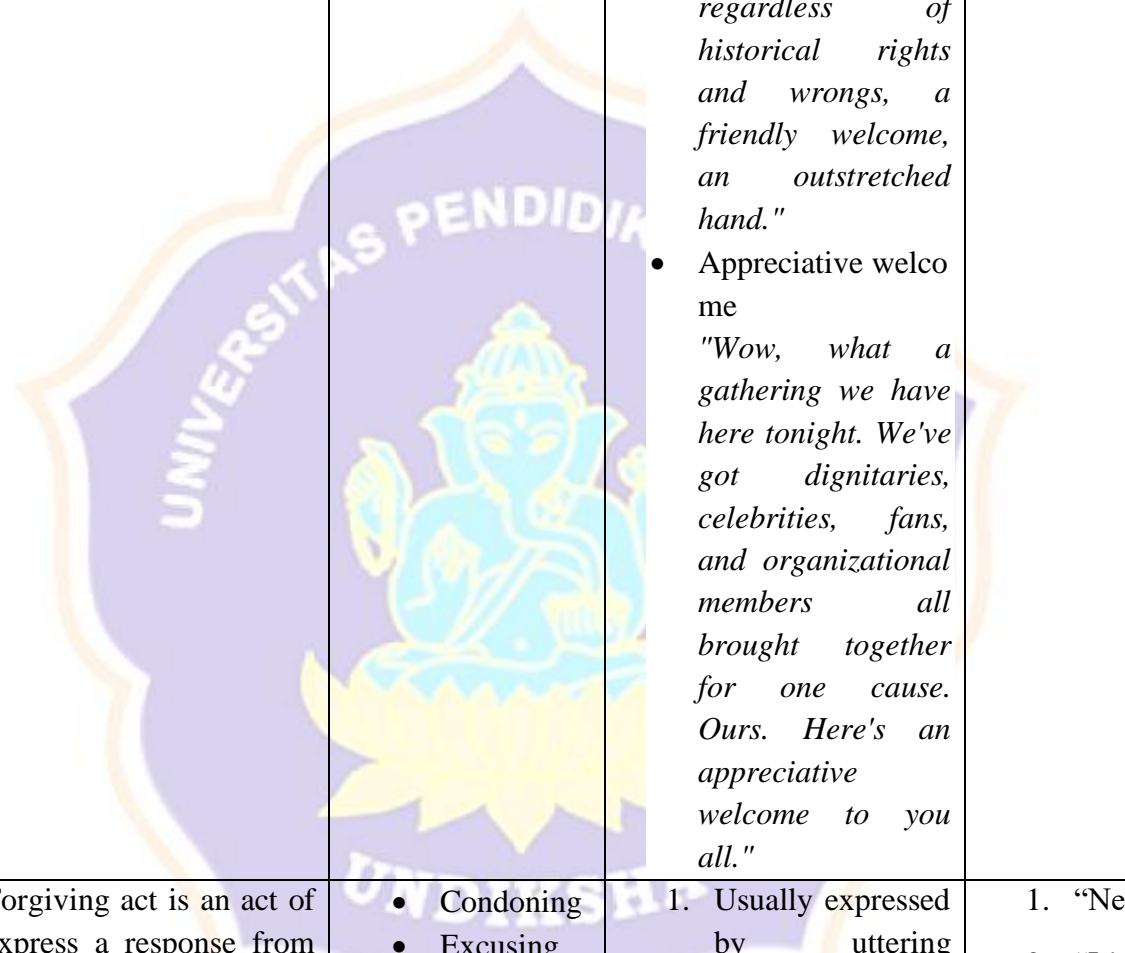
Then there's a:

- Pleasant welcome
*"You know what's
great about these
events? You are
always assured of a
pleasant welcome.
This is feel-good*



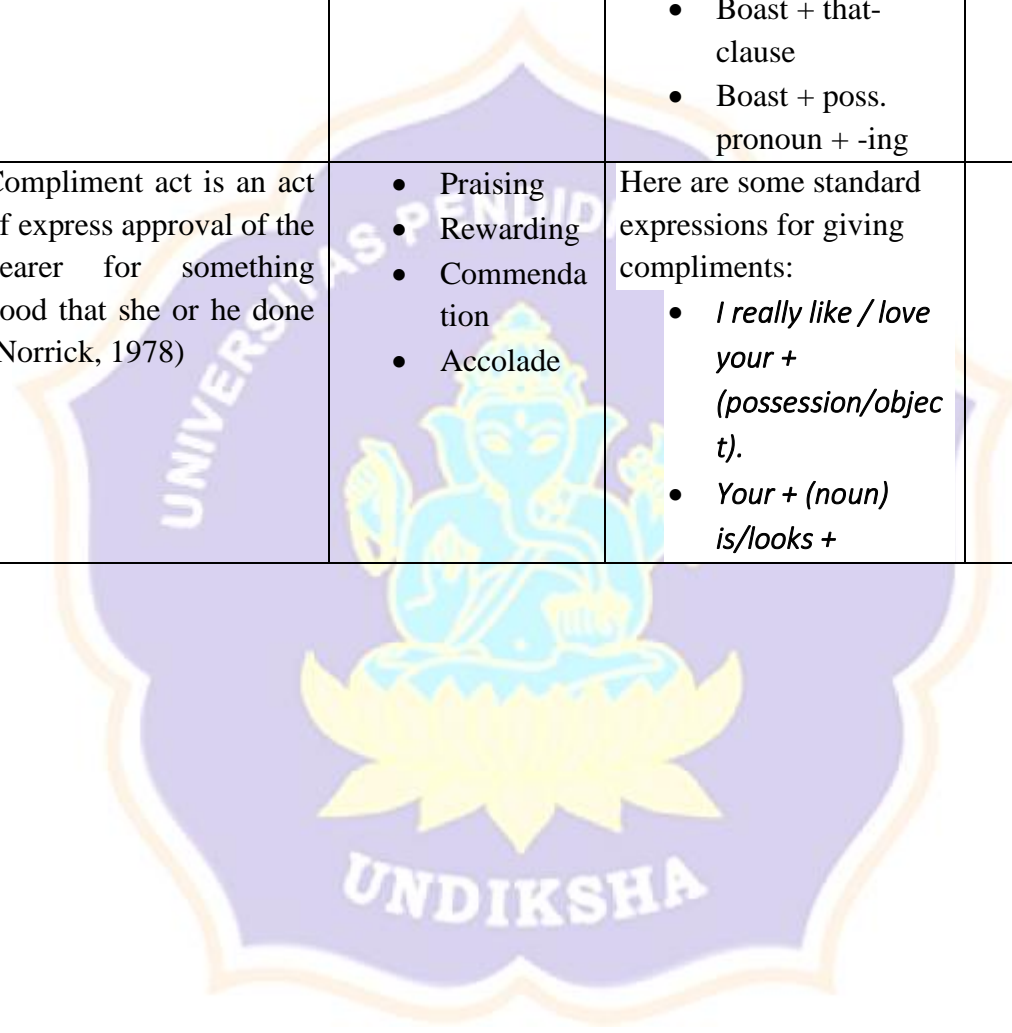
central and we aim ..."

- Grateful welcome
"Many of you have made a huge effort to join us today. On behalf of us all, we are deeply appreciative and offer you our most grateful welcome."
- Friendly welcome
"Today is the day we begin to learn to look through the eyes of others; to find out and experience what the world is like for them. It is also the day we grow bigger than our differences and offer to everyone

				<p><i>regardless of historical rights and wrongs, a friendly welcome, an outstretched hand."</i></p> <ul style="list-style-type: none"> • Appreciative welcome <i>"Wow, what a gathering we have here tonight. We've got dignitaries, celebrities, fans, and organizational members all brought together for one cause. Ours. Here's an appreciative welcome to you all."</i> 	
7.	Forgiving Act	Forgiving act is an act of express a response from	<ul style="list-style-type: none"> • Condoning • Excusing • Remitting 	<ol style="list-style-type: none"> 1. Usually expressed by uttering "sorry" 	<ol style="list-style-type: none"> 1. "Never mind " 2. "It's okay."

		apologies (Norrick, 1978:290)	<ul style="list-style-type: none"> • Expressing regret, (I am sorry). • Accepting responsibility (I was wrong). • Making restitution (I will make it right). • Genuinely repenting (I will not do that again). • Requesting forgiveness (Will you forgive me?). 	<ol style="list-style-type: none"> 3. “No problem.” 4. “I am sorry.” 	
8.	Boasting Act	Boasting act is an act of expressing positive feeling by the speaker about what he or she done (Norrick, 1978)	<ul style="list-style-type: none"> • Bragging • Prating • Proud of 	<ul style="list-style-type: none"> • Boast + to infinitive • Boast + NP • Boast + of + NP • Boast + in + NP • Boast + Reflexive + to-infinitive 	<ol style="list-style-type: none"> 1. “When I was as a student in Senior High School, I got some achievements”

				<ul style="list-style-type: none"> • Boast + that-clause • Boast + poss. pronoun + -ing 	
9.	Complimenting Act	Compliment act is an act of express approval of the hearer for something good that she or he done (Norrick, 1978)	<ul style="list-style-type: none"> • Praising • Rewarding • Commendation • Accolade 	<p>Here are some standard expressions for giving compliments:</p> <ul style="list-style-type: none"> • <i>I really like / love your + (possession/object).</i> • <i>Your + (noun) is/looks +</i> 	<ol style="list-style-type: none"> 2. “You did an excellent job on that presentation” 3. “Very good, you did a great job”





- (intensifier) + (adjective).*
- *That's + (such) a + (adjective) + (noun).*
- *What a (adjective) + (noun)!*
- *You have a (adjective) + (noun).*
- *You + (really) + did a (great / amazing / fantastic / awesome / excellent) job on that (presentation / project / assignment / test).*
- *You look + (adjective).*

				<ul style="list-style-type: none"> • <i>Where did you get your...?</i> • <i>Great + (noun)!</i> • <i>Nice + (noun)!</i> • <i>You have a great + (characteristic).</i> • <i>You have great + (non-count noun).</i> • <i>That + (noun) + looks good on you.</i> 	
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4. DECLARATIVE ACT

No	Types	Definition	Synonym	Structure	Example
1.	Declaring Act	Stating something steady or officially.	<ul style="list-style-type: none"> • Expressing • Announcing 	1. Declare + for can has meaning: <ul style="list-style-type: none"> • To tell that someone will 	1. "A girl who declared for NSS School is beautiful."

				<p>involve in something</p> <ul style="list-style-type: none"> • To state that someone supports others or something. <p>2. Declaration is also used to state something in formal way (officially).</p>	<p>2. “I declared for the development of this building.”</p> <p>3. “I declare the war to be started.”</p>
2.	Approving Act	Agreeing that something is appropriate or valid.	<ul style="list-style-type: none"> • Agreeing • Accepting • Supporting 	<p>1. Approving can be used in several conditions:</p> <ul style="list-style-type: none"> • To show the approval or respect by using “approve” • To express the clear support of something using “endorse” 	<p>1. “She approves the engagement of her daughter.”</p> <p>2. “Citizen endorse the red political party.”</p> <p>3. “The governor of Bali sanctioned the expanding of local business.”</p>

				<ul style="list-style-type: none"> To show the approval of someone with authorization by using “sanction” 	
3.	Disapproving Act	Rejecting something as a result of believing something is not valid.	<ul style="list-style-type: none"> Criticizing Dissatisfying 	<ol style="list-style-type: none"> Transitively, it is used to reject or deny the approval Intransitively, it is used to express the disapproval 	<ol style="list-style-type: none"> “I don’t agree with your idea.” “The idea is not relatable with the topic.”
4.	Resigning Act	Performing an act of terminating or dismissing someone from a position.	<ul style="list-style-type: none"> Retiring Stopping Quitting Dismissing Ending 	<ol style="list-style-type: none"> Transitively, it is used to terminate someone from a certain position. Intransitively, it is used to accept something which is inevitable. 	<ol style="list-style-type: none"> “We decide to suspend Mr. Anto.” “He was resigned because of his bad attitude.”
5.	Blessing Act	Blessing is the act to place the hearer in a state of God’s grace by declaring him to be in that state. Blessing means ask for God's help and protection	<ul style="list-style-type: none"> Endowing Bestowing 	<ol style="list-style-type: none"> The expression of bless : <ul style="list-style-type: none"> “God bless you” “You’re endowed with....” 	<ol style="list-style-type: none"> “God bless us.” “God bless you.” “The priest bless their marriage”

		for someone or something, or to <u>call</u> or make someone or something <u>holy</u> .		<ul style="list-style-type: none"> • (be + V-ed + with) 	
6.	Confirming Act	To confirm is to approve with the additional preparatory condition that some declaration with the same propositional content has been performed within an institution by some speaker in a lesser position of authority than the speaker.	<ul style="list-style-type: none"> • Affirming • Correcting • Strengthening • Convincing • Verifying 	<p>The expressions:</p> <ul style="list-style-type: none"> • Let me see if I understood correctly. • Can I just check what I got from that? • I'd just like to confirm that I got that right. • My impression of what you said was... Is that what you meant? • So what you are saying is... Does that sound right? • You mean that we should (<i>do X action and Y action</i>). Is that right? 	<ol style="list-style-type: none"> 1. "Let me check your understanding about the story"

				<ul style="list-style-type: none"> • Do I understand you to mean... • If I understand you correctly, you are saying... • Am I reading your suggestion right, when you said...? • You mean...? • I think you are saying... • In other words... 	
7.	Naming Act	Naming is to give designation to something or someone. Name by declare means that the things has the name as the speaker give it.	<ul style="list-style-type: none"> • Labelling • Entitle • Denominating • Calling 	<ol style="list-style-type: none"> 1. Usually gives identity to someone or something. 2. The expression of naming : <ul style="list-style-type: none"> • “ I named” 	1. “I named the cat Aming”
8.	Cursing Act	Curse is the opposite of blessing. It is the act of calling devine or supranatural power to	<ul style="list-style-type: none"> • To swear • To excommuni cate 	<ul style="list-style-type: none"> • Curse sometimes also uses taboo expresions. 	“Malin’s mother out a curse on him”

		send injury. Curse also can be defined as the act of saying magic words that are intended to bring bad luck to someone.	<ul style="list-style-type: none"> • To imprecate • To maledict 	<ul style="list-style-type: none"> • The expression of curse: • “I curse the day you born!” • “You’ll get what’s coming to you one of these das!” 	
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5. ASSERTIVE ACT

No	Types	Definition	Synonym	Structure	Example
1.	Describing Act	Describing is to represent or give an account of in words.	<ul style="list-style-type: none"> • Relating • Illustrating • Discussing • Characterizing • Defining 	<ol style="list-style-type: none"> 1. Using simple present tense. (S + V₁) 2. Using singular and plural verbs. 3. Singular: <i>He has a curly hair, or it has...</i> 4. Plural: <i>She has two big brown</i> 	<ol style="list-style-type: none"> 1. “I have a cat, it is very cute, and it has long tail.”

				<p><i>eyes, or it has two ears or etc.</i></p> <p>5. Use kinds of adjective such as skinny, diligent, ugly, clever, beautiful and handsome, clean, dirty, etc.</p> <p>6. Use active verb such as has, wear.</p> <p>7. Use noun such as sunglasses, clothes, doctor, earrings, etc.</p>	
2.	Classifying Act	Classifying is to arrange in classes or to consider something or someone as belonging to a particular group.	<ul style="list-style-type: none"> • Categorizing • Assorting • Grouping • Sorting • Distinguishing • Codifying • Compartmenting 	<ul style="list-style-type: none"> • S + Verb (Classify) + O + C • You will be classified into..... 	<p>1. “There are some types of fruits namely...”</p> <p>2. The astronomer specialized in studying the magnitude of stars</p>

					and classifying their brightness.
3.	Stating Act	Stating is related to set something or to represent something.	<ul style="list-style-type: none"> • Formulating • Phrasing • Wording 	<ul style="list-style-type: none"> • Poss. Pronoun + To be / Verb + C 	1. "The word "it" in line 4 refers to vegetables."
4.	Explaining Act	Explaining is to give an understandable reason.	<ul style="list-style-type: none"> • Demonstrating • demystifying • Simplifying • Interpreting 	<p>Common Expressions:</p> <ul style="list-style-type: none"> • I will explain to you about... • S + to be + O + C 	1. "Reading is a good activity because it helps you to improve your vocabulary."
5.	Clarifying Act	Clarifying is to make something less confusing or easy to understand.	<ul style="list-style-type: none"> • Elucidating 	<p>Common Expressions:</p> <ul style="list-style-type: none"> • Let me explain that in more detail... • Let me put it in another way... • Sorry let me explain... • In other words... 	1. "Duck, chicken, and bird belong to poultry"

APPENDIX 9

DOCUMENTATION

