



APPENDICES



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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 : 1316/UN48.7.1/DT/2019

18 April 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 1 Sukasada
di Sukasada

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

Nama	: Desak Ketut Vivin Indriyani
NIM	: 1512021173
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: Speech Acts in Writing Class at the Senior Vocational High School

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,

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



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN
(SMK NEGERI 1 SUKASADA)

Alamat: Jalan Srikandi, Sambangan, Sukasada Kode Pos : 81161
Telp./Fax (0362) 26055



E-mail: smkn1sukasada smik@yahoo.co.id website: www.smkn1sukasada.sch.id

SURAT KETERANGAN

Nomor: 421 / *ya* / SMK1 SKSD

Yang bertanda tangan di bawah ini :

Nama : Drs. I Made Darwis Wibawa, MM
NIP : 19641218 199103 1 007
Pangkat, Gol. Ruang : Pembina Tk, IV/b
Jabatan : Kepala SMK Negeri 1 Sukasada

Menerangkan bahwa mahasiswa Universitas Pendidikan Ganesha di bawah ini :

Nama : Desak Ketut Vivin Indriyani
NIM : 1512021173
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2018/2019
Judul : Speech Acts in Writing Classat the Senior Vocational High School

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian dalam rangka melaksanakan kegiatan tugas akhir (TA) skripsi pada tanggal 29 April 2019 s/d 08 Juni 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Sukasada, 12 Juni 2019

Kepala SMK Negeri 1 Sukasada



Drs. I Made Darwis Wibawa, MM

Pembina Tk.

NIP. 19641218 199103 1 007

Teacher : Nyoman Rini Muliadi, S.Pd

Date : 7th May 2019

Location : SMK Negeri 1 Sukasada

Class : X Tari

Theme : Narrative text (Bawang Merah and Bawang Putih story)

Observation 1

S1: Stand up! Greeting!

S: Good morning my teacher.

T: Good morning. How are you today?

S: I am fine thank you, and you?

T: I am excellent, sit down please!

S: Thank you.

T: Okay we will start our lesson today by praying first.

T: Okay. Any homework for today? Before we start. Ada tugas sebelumnya?

S: Sudah dikumpul buk.

T: (approaching one student) Septi, discipline is a must. Today we will learn about narrative. What is narrative? Do you know narrative?

S: Narrative is narasi.

T: Okay. What is narrative text? Do you know narrative text?

T: Yes? No?

S: No

T: Narrative text is a text that tells you a story. Do you know kinds of narrative text?

S: No

T: No? First is legend. What is legend in Indonesia?

S: Legenda

T: Okay, what else? What about dongeng? What is dongeng?

S: No respond

T: Fiction story. Now we will talk about one fiction of narrative. Would you like to listen carefully? And then at the end you will tell the story with your own idea. You understand what I mean?

S: No

T: I like your honesty. Honesty is a must. What is honesty? Honesty means kejujuran. So, In Indonesia or in English?

S: Indonesia

T: Okay. In short, saya akan menceritakan sebuah cerita, nanti kalian dengarkan baik-baik. Dan di akhir nanti kalian harus menulis cerita tersebut dengan ide kalian sendiri. Nah, nanti kalian dengarkan dulu ceritanya, kita cari main idea nya, what is main idea?

S: Ide pokok

T: Kemudian kita cari karakter-karakter yang ada di ceritanya, dan kita cari tahu nilai moral apa yang ada pada cerita tersebut. Okay, listen now. Let me tell you the story of bawang merah and bawang putih. Have you ever heard or read this story?

T: Sudah pernah dengar atau baca cerita ini?

S: Pernah

T: Okay, now listen to me!

Read the story.

T: Okay, that's all the story. I want to know your understanding about the story, what is the title of the story?

S: Bawang merah and bawang putih

T: In English?

S: The garlic and the onion, the shallots and the garlic

T: Okay, can anyone write it on the blackboard?

S: Yes, saya buk.

T: Okay, please. Thank you. Okay, now about the characteristic. How is bawang putih?

S: Baik

T: What is baik in English?

S: Kind, good

T: Okay, kind. What else?

S: Rajin

T: What is rajin?

S: Diligent

T: Okay, what else?

S: Beautiful

T: Beautiful? Why do you think so?

S: Kalau gak cantik, mana mau pangeran sama dia buk.

T: Ohh, thank you. Any else? Okay, now what do you think about bawang merah?

S: Jahat

T: Ohh, what is jahat?

S: Bad

T: What else?

S: Arrogant, pemarah

T: Okay, else?

S: Emosional

T: Okay. What else?

S: Lazy

T: Do you think she is ugly?

S: Yes

T: Okay. Next, the stepmother, what is the characteristics?



S: Bad, anger

T: What else?

S: Arrogant

T: Okay, now we talk about the way of the story that was told by the teller. Where did they lived?

S: Di jumahne.

T: Yes, di jumahne. May be you know what I mean, but I think that's not about the capability of your speaking, but the most important is you are afraid to talk. Where did they lived?

S: In a small village

T: Okay, how many characters are there in the story? The main characters.

S: Six

T: Okay mention please!

S: Bawang merah, bawang putih, stepmother, father, goldfish, and prince

T: Okay, what happened to bawang putih in her life?

T: Okay, what did bawang merah and stepmother do to bawang putih after their father died?

T: I mean how they treat bawang putih? Bagaimana mereka memperlakukan bawang putih?

S: No respond

T: Treat itu apa?

S: Memperlakukan

T: Okay, sekarang perlakuan seperti apa yang bawang putih dapatkan?

S: Seperti seorang pembantu

T: Okay, she was treated as a ... what is pembantu?

S: House maid

T: Okay, or servant. Apa bawang putih dapat gaji?

S: No

T: And then what happened to bawang putih?

S: Bawang putih goes to the river to wash all of the dishes

T: Okay. When she washed at the river, what happened to the goldfish? So it needed a help. Ketika dia menyuci, ada apa dengan si ikan emas sehingga dia perlu bantuan?

S: Its mouth was tucked on hook

T: Okay, what is hook?

S: Nail

T: Then, did she help the goldfish?

S: Yes

T: And when they became best friend, what happened to the goldfish? Who caught the goldfish?

S: Bawang merah

T: Okay, was bawang putih sad?

S: Yes

T: Okay, what did bawang putih do then?

S: Menanam tulangnya

T: Menanam atau menguburnya?

S: Mengubur

T: Okay, bury the goldfish's bone. And then what happened?

T: Grew a beautiful tree, in fact the tree was the medicine for the people. And then what happened with the prince?

S: The prince married bawang putih

T: Okay. Did bawang putih forgive her stepsister and her stepmother?

S: Yes

T: Okay, do you understand the story now?

S: Yes

T: Good job. Now it's time for you to rewrite the story. Would you like to prepare a piece of paper, please? Okay, now would you like to be ready?

S: Yess

T: In this case you can use your dictionary.

S: Okay

T: Make it by your own idea! Now would you like to write down the story? I'll give you an hour to do it.

S: Jalan ceritanya bebas buk?

T: Yes, but the topic is about bawang merah and bawang putih.

S: Boleh Bahasa Indonesia buk?

T: No, in English please.

(The students were working)

T: Okay, because the time is up, please collect your work.



Teacher : Ida Bagus Komang Kasiapa, S. Pd.

Date : 16th May 2019

Location : SMK Negeri 1 Sukasada

Class : X Tari

Theme : Narrative text (Mouse deer story)

Observation 2

T: Halo, students. How are you today?

S: Hi, I'm fine thank you. And you?

T: I'm very well. Okay, today we will learn about narrative. Do you know narrative?

S: No, Yes

T: Yes? What is narrative?

S: A text

T: A text, okay. Narrative is a text, okay. What else? Or have you heard about narrative? Narrative text seperti legend, folklore, fable kancil dan buaya, what else?

S: *no respond*

T: What is kancil in English?

S: Mouse deer

T: And buaya?

S: Crocodile

T: Okay. Now we will listen a story about mouse deer and crocodile.

S: Silent

T: Oh, I'm so sorry because the video is broken, so let's listen another story.

S: Silent

Listen to the story.

S: Lain buk

T: Okay, listen please. It is different, yes. Because I have told you before that the first video is broken. So, now we would like to listen the other story of mouse deer. Ayok

kita dengarkan cerita dari sudut lain kancil. Listen please. And make it as your idea. Sebagai ide kalian ketika akan menulis cerita. Jadi dengarkan ini dulu, saya akan putarkan dua kali. Kemudian saya akan berikan pertanyaan dan kalian harus jawab. Okay? Understand what I mean? Okay?

S: Silent

T: Would you like to listen now?

S: Yes

Listen to the story.

T: Do you understand the story?

S: No

T: Okay, let me check whether you listen some words that you understand well or not. How many characters are there in the story?

S: Mousedeer, tiger, lion, and ...

T: And? The last one, who tide the tiger?

S: Cobra

T: Ohh, snake. Okay, good job. So the main characters are...

S: Four

T: Who are they?

S: Mousedeer, tiger, lion, and snake

T: Two thumbs up for you. Great idea! And for the first time what happened? What happened to the mousedeer?

S: Cheat the tiger?

T: Not cheat, before that one. Come on. Would you like to listen again? And then catch some vocabularies or the line of the story? Okay, listen.

S: Silent

Listen the story again.

T: Have you heard about it?

S: Silent

T: One character, who's that? Emm, would you like to help me to clean the whiteboard?

S: Ya, buk.

T: Let me know, do you want to pray first or just continue our lesson?

S: Tri Sandhya dulu buk.

T: Okay.

After praying.

T: Okay, how many characters are there in the story? There are four or five?

S: Five

T: Okay, tell me. Who are they?

S: Mousedeer, tiger, lion...

T: Lion? Are you kidding me?

S: Bee

T: Yes, bee. You got it, thank you. Then?

S: Snake

T: And the last?

S: Silent

T: No more idea?

S: Silent

T: Okay, what sounds did you hear in the story?

S: Silent

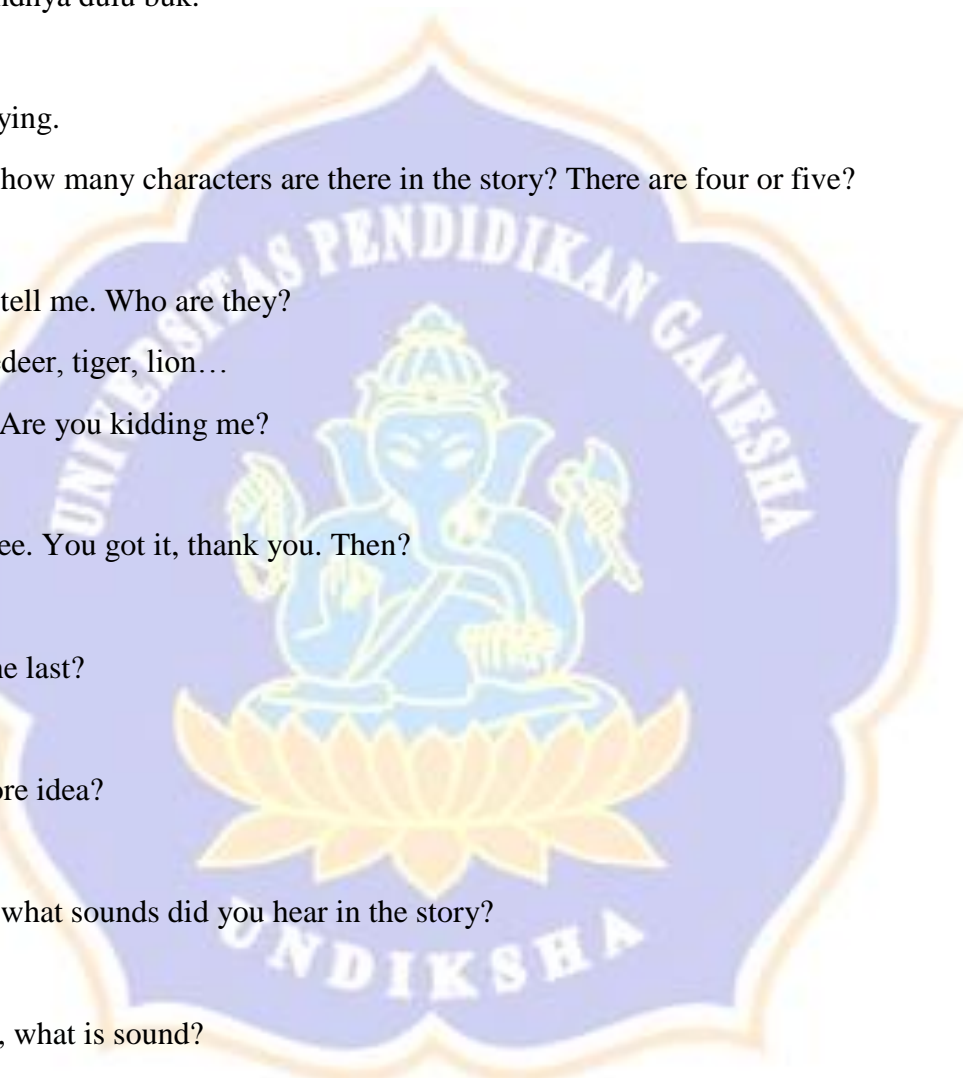
T: Sound, what is sound?

S: Suara

T: Suara apa yang di denger tadi di ceritanya?

S: Silent

T: Other forest animals. Binatang-binatang yang diajak bermain oleh si mouse deer. Okay, next, what happened to the mousedeer for the first time?



S: Play.

T: Play, okay. What kind of playing?

S: Petak umpet

T: Yes, petak umpet. What's petak umpet?

S: Hide and Seek

T: Okay. They played hide and seek together. Where did they play?

S: In the forest, in the jungle

T: Wow, I love it. Next what happened? Who came suddenly?

S: Tiger

T: Tiger came to?

S: To eat the mouse deer

T: Okay. Did the tiger success to eat the mouse deer? Yes or no?

S: No

T: And then, what did the mouse deer do to trick the tiger? What is trick?

S: Cara, rencana, jebakan

T: Okay, what is jebakan in English?

S: Trap

T: Okay. So, what did the mouse deer do to trick the tiger? There are three tricks. First?

S: Silent

T: Found a pond with water, yes? And then mouse deer said that, a bowl of God. Padahal itu kubangan ya, di bilang itu kolamnya dewa, dia mengaku sebagai penjaganya. Penjaga apa sih Bahasa Inggrisnya?

S: Guard

T: Next, what happened to trick the tiger again?

S: Bee, magic drum

T: That's it. Thank you Odi.

S: Silent

T: What happened when the tiger touched the magic drum?

S: The bee angry

T: Good. And then what happened? They sting the...

S: Tiger

T: And what is the last trick?

S: Belt

T: Okay, what is belt?

S: Sabuk, ikat pinggang

T: Okay. So, what did the mouse deer call the belt?

S: Silent

T: What's that?

S: Silent

T: The crown of the?

S: King of the jungle

T: Okay, good. And did the tiger wear it?

S: Yes

T: What happened after that?

S: Kecekuk, tercekik

T: What is tercekik in English?

S: Silent

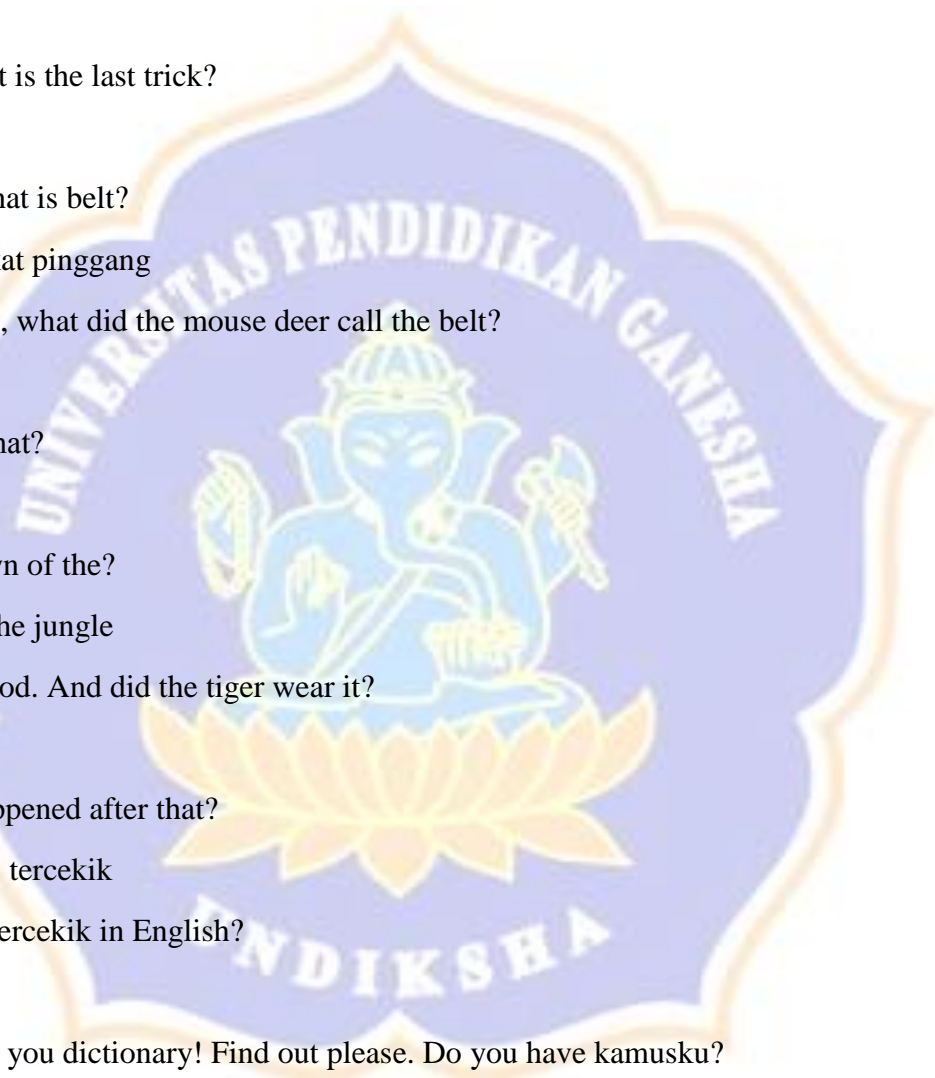
T: Find it in you dictionary! Find out please. Do you have kamusku?

S: Yes

T: You can use it. What's that? Would you like to write it?

S: Yes

T: It's strangle or strangkle?



S: Strangle

T: Would you like to help me? That's okay.

S: *Write on the white board*

T: Thank you very much. That's it. Okay, now have you got the idea of the story?

S: Silent

T: Ide-ide ceritanya sudah ketemu?

S: Sudah

T: Okay, you have got the character, the story line and the end as the resolution. Now, we are going to continue with the activity of writing. Would you like to be ready with a piece of paper?

S: Yes

T: Okay. Write down your name please. Okay, first of all I would like to give you some choices of your topic. You can take this pictures to help you get the idea. Catch up?

T: Do you understand? Yes or no?

S: Silent

T: Say yes if you understand, say no if you don't understand. Please, be honest to me and I will translate.

S: No

T: Okay, I will translate it into Indonesia. Saya akan memberikan beberapa pilihan, topik-topiknya, seperti yang ada pada gambar-gambar ini. You can find another types of story's idea. Pokoknya ambil beberapa karakter. Okay, now it's time for you to open your mind and find out the idea of your story. Which one will you choose? You can borrow this picture to make your idea. Kalian bisa pinjam gambar ini untuk memudahkan kalian untuk membuat tulisan, silakan ambil disini.

S: *Take the pictures*

T: You can use your dictionary to help you or you can ask me. Nanti kalian boleh menggunakan bantuan kamus atau tanya saya. Tapi jangan pakai google translate ya, karna kalian tidak akan belajar dari itu. Ya?

S: Ya buk.

T: Ya, silakan dikerjakan.

The students make the story.

T: Because it's the break time, would you like to continue until your story is done?
Bisa kita lanjutin sampai cerita kalian selesai setelah itu kalian boleh istirahat?

S: Bisa, buk.

T: Okay, come on do it.

S: Oke.

T: Okay for the students that have finished you may have a break.

S: Oke, buk.



RECAPITULATION DATA OF OBSERVATION 1

NO	SPEECH
1.	Stand up!
2.	Greeting!
3.	Good morning my teacher.
4.	Good morning.
5.	How are you today?
6.	I am fine thank you.
7.	And you?
8.	I am excellent.
9.	Sit down please!
10.	Thank you.
11.	Okay we will start our lesson today by praying first.
12.	Okay.
13.	Any homework for today?
14.	Before we start.
15.	Ada tugas sebelumnya?
16.	Sudah dikumpul buk.
17.	Septi, discipline is a must.
18.	Today we will learn about narrative.
19.	What is narrative?
20.	Do you know narrative?
21.	Narrative is narasi.
22.	Okay.

23.	What is narrative text?
24.	Do you know narrative text?
25.	Yes?
26.	No?
27.	No
28.	Narrative text is a text that tells you a story.
29.	Do you know kinds of narrative text?
30.	No
31.	No?
32.	First is legend.
33.	What is legend in Indonesia?
34.	Legenda
35.	Okay.
36.	What else?
37.	What about dongeng?
38.	What is dongeng?
39.	No respond
40.	Fiction story.
41.	Now we will talk about one fiction of narrative.
42.	Would you like to listen carefully?
43.	And then at the end you will tell the story with your own idea.
44.	You understand what I mean?
45.	No
46.	I like your honesty.
47.	Honesty is a must.

48.	What is honesty?
49.	Honesty means kejujuran.
50.	So, In Indonesia or in English?
51.	Indonesia
52.	Okay.
53.	In short, saya akan menceritakan sebuah cerita, nanti kalian dengarkan baik-baik.
54.	Dan di akhir nanti kalian harus menulis cerita tersebut dengan ide kalian sendiri.
55.	Nah, nanti kalian dengarkan dulu ceritanya, kita cari main idea nya, what is main idea?
56.	Ide pokok
57.	Kemudian kita cari karakter-karakter yang ada di ceritanya, dan kita cari tahu nilai moral apa yang ada pada cerita tersebut.
58.	Okay, listen now.
59.	Let me tell you the story of bawang merah and bawang putih.
60.	Have you ever heard or read this story?
61.	Sudah pernah dengar atau baca cerita ini?
62.	Pernah
63.	Okay, now listen to me!
64.	Okay, that's all the story.
65.	I want to know your understanding about the story, what is the title of the story?
66.	Bawang merah and bawang putih
67.	In English?
68.	The garlic and the onion, the shallots and the garlic
69.	Okay, can anyone write it on the blackboard?

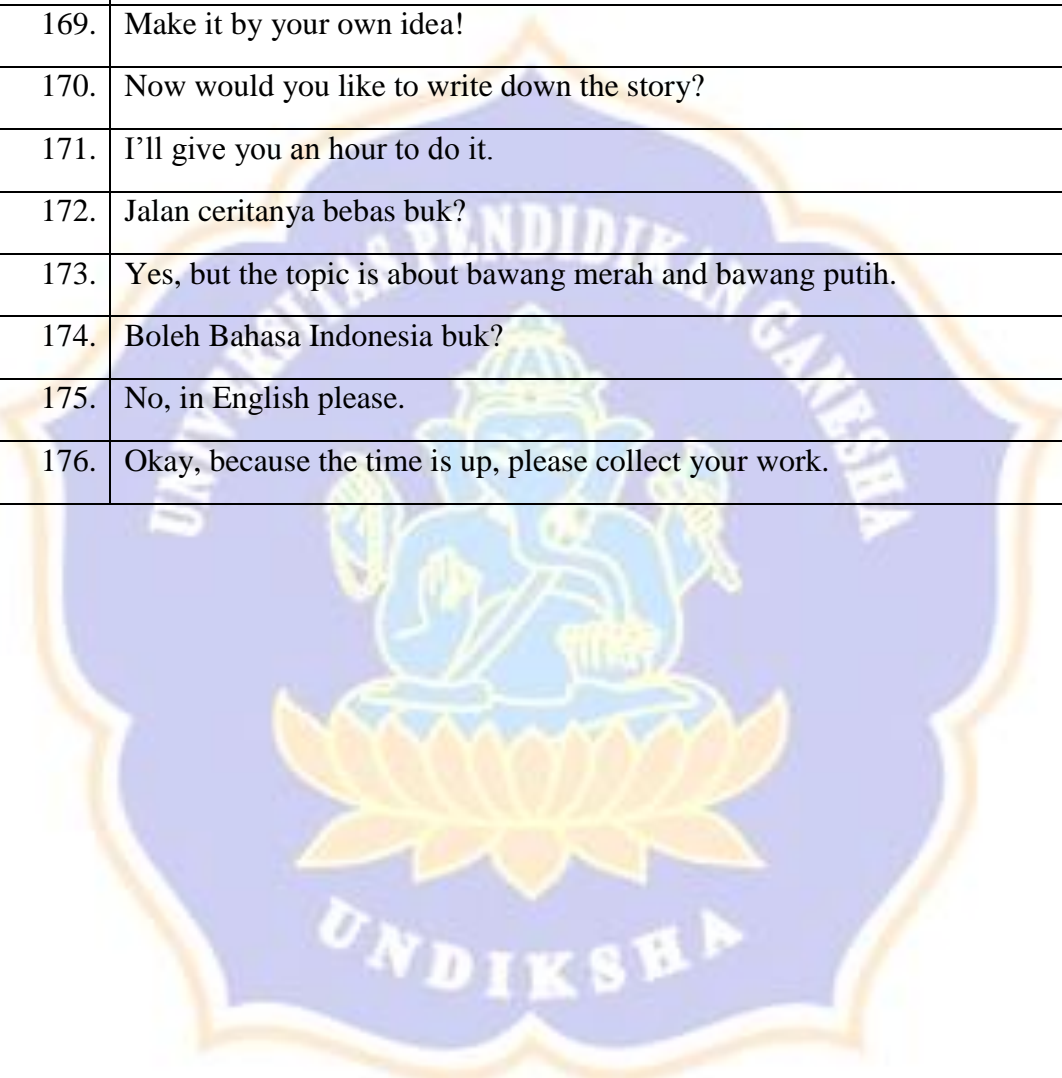
70.	Yes, saya buk.
71.	Okay, please.
72.	Thank you.
73.	Okay, now about the characteristic.
74.	How is bawang putih?
75.	Baik
76.	What is baik in English?
77.	Kind, good
78.	Okay, kind.
79.	What else?
80.	Rajin
81.	What is rajin?
82.	Diligent
83.	Okay, what else?
84.	Beautiful
85.	Beautiful?
86.	Why do you think so?
87.	Kalau gak cantik, mana mau pangeran sama dia buk.
88.	Ohh, thank you. Any else? Okay, now what do you think about bawang merah?
89.	Jahat
90.	Ohh, what is jahat?
91.	Bad
92.	What else?
93.	Arrogant

94.	Pemarah
95.	Okay, else?
96.	Emosional
97.	Okay.
98.	What else?
99.	Lazy
100.	Do you think she is ugly?
101.	Yes
102.	Okay.
103.	Next, the stepmother, what is the characteristics?
104.	Bad
105.	Anger
106.	What else?
107.	Arrogant
108.	Okay, now we talk about the way of the story that was told by the teller.
109.	Where did they lived?
110.	Di jumahne.
111.	Yes, di jumahne.
112.	May be you know what I mean, but I think that's not about the capability of your speaking, but the most important is you are afraid to talk.
113.	Where did they lived?
114.	In a small village
115.	Okay, how many characters are there in the story?
116.	The main characters.
117.	Six

118.	Okay mention please!
119.	Bawang merah, bawang putih, stepmother, father, goldfish, and prince
120.	Okay, what happened to bawang putih in her life?
121.	Okay, what did bawang merah and stepmother do to bawang putih after their father died?
122.	I mean how they treat bawang putih? Bagaimana mereka memperlakukan bawang putih?
123.	No respond
124.	Treat itu apa?
125.	Memperlakukan
126.	Okay, sekarang perlakuan seperti apa yang bawang putih dapatkan?
127.	Seperti seorang pembantu
128.	Okay, she was treated as a ... what is pembantu?
129.	House maid Okay, or servant.
130.	Apa bawang putih dapat gaji?
131.	No
132.	And then what happened to bawang putih?
133.	Bawang putih goes to the river to wash all of the dishes
134.	Okay.
135.	When she washed at the river, what happened to the goldfish?
136.	So it needed a help.
137.	Ketika dia menyuci, ada apa dengan si ikan emas sehingga dia perlu bantuan?
138.	Its mouth was tucked on hook
139.	Okay, what is hook?

140.	Kail
141.	Then, did she help the goldfish?
142.	Yes
143.	And when they became best friend, what happened to the goldfish?
144.	Who caught the goldfish?
145.	Bawang merah
146.	Okay, was bawang putih sad?
147.	Yes
148.	Okay, what did bawang putih do then?
149.	Menanam tulangnya
150.	Menanam atau menguburnya?
151.	Mengubur
152.	Okay, burry the goldfish's bone.
153.	And then what happened?
154.	Grew a beautiful tree, in fact the tree was the medicine for the people.
155.	And then what happened with the prince?
156.	The prince married bawang putih
157.	Okay.
158.	Did bawang putih forgive her stepsister and her stepmother?
159.	Yess
160.	Okay, do you understand the story now?
161.	Yess
162.	Good job.
163.	Now it's time for you to rewrite the story.
164.	Would you like to prepare a piece of paper, please?

165.	Okay, now would you like to be ready?
166.	Yess
167.	In this case you can use your dictionary.
168.	Okay
169.	Make it by your own idea!
170.	Now would you like to write down the story?
171.	I'll give you an hour to do it.
172.	Jalan ceritanya bebas buk?
173.	Yes, but the topic is about bawang merah and bawang putih.
174.	Boleh Bahasa Indonesia buk?
175.	No, in English please.
176.	Okay, because the time is up, please collect your work.



RECAPITULATION DATA OF OBSERVATION 2

NO	SPEECH
1.	Halo, students.
2.	How are you today?
3.	Hi, I'm fine thank you.
4.	And you?
5.	I'm very well.
6.	Okay, today we will learn about narrative.
7.	Do you know narrative?
8.	No
9.	Yes
10.	Yes?
11.	What is narrative?
12.	A text
13.	A text, okay.
14.	Narrative is a text, okay.
15.	What else?
16.	Or have you heard about narrative?
17.	Narrative text seperti legend, folklore, fable kancil dan buaya, what else?
18.	What is kancil in English?
19.	Mouse deer
20.	And buaya?
21.	Crocodile
22.	Okay.

23.	Now we will listen a story about mouse deer and crocodile.
24.	Oh, I'm so sorry because the video is broken, so let's listen another story.
25.	Lain buk
26.	Okay, listen please.
27.	It is different, yes.
28.	Because I have told you before that the first video is broken.
29.	So, now we would like to listen the other story of mouse deer.
30.	Ayok kita dengarkan cerita dari sudut lain kancil.
31.	Listen please. And make it as your idea.
32.	Sebagai ide kalian ketika akan menulis cerita.
33.	Jadi dengarkan ini dulu, saya akan putarkan dua kali.
34.	Kemudian saya akan berikan pertanyaan dan kalian harus jawab.
35.	Okay?
36.	Understand what I mean?
37.	Okay?
38.	Would you like to listen now?
39.	Yes
40.	Do you understand the story?
41.	No
42.	Okay, let me check whether you listen some words that you understand well or not.
43.	How many characters are there in the story?
44.	Mousedeer, tiger, lion, and ...
45.	And?
46.	The last one, who tide the tiger?

47.	Cobra
48.	Ohh, snake.
49.	Okay, good job. So the main characters are...
50.	Four
51.	Who are they?
52.	Mousedeer, tiger, lion, and snake
53.	Two thumbs up for you.
54.	Great idea!
55.	And for the first time what happened?
56.	What happened to the mousedeer?
57.	Cheat the tiger?
58.	Not cheat, before that one.
59.	Come on.
60.	Would you like to listen again?
61.	And then catch some vocabularies or the line of the story?
62.	Okay, listen.
63.	Have you heard about it?
64.	One character, who's that?
65.	Would you like to help me to clean the whiteboard?
66.	Ya, buk.
67.	Let me know, do you want to pray first or just continue our lesson?
68.	Tri Sandhya dulu buk.
69.	Okay.
70.	Okay, how many characters are there in the story?
71.	There are four or five?

72.	Five
73.	Okay, tell me.
74.	Who are they?
75.	Mousedeer, tiger, lion...
76.	Lion?
77.	Are you kidding me?
78.	Bee Yes, bee.
79.	You got it, thank you.
80.	Then?
81.	Snake
82.	And the last?
83.	No more idea?
84.	Okay, what sounds did you hear in the story?
85.	Sound, what is sound?
86.	Suara
87.	Suara apa yang di denger tadi di ceritanya?
88.	Other forest animals.
89.	Binatang-binatang yang diajak bermain oleh si mouse deer.
90.	Okay, next, what happened to the mousedeer for the first time?
91.	Play.
92.	Play, okay.
93.	What kind of playing?
94.	Petak umpet
95.	Yes, petak umpet.

96.	What's petak umpet?
97.	Hide and Seek
98.	Okay.
99.	They played hide and seek together.
100.	Where did they play?
101.	In the forest, in the jungle
102.	Wow, I love it.
103.	Next what happened?
104.	Who came suddenly?
105.	Tiger
106.	Tiger came to?
107.	To eat the mouse deer
108.	Okay.
109.	Did the tiger success to eat the mouse deer?
110.	Yes or no?
111.	No
112.	And then, what did the mouse deer do to trick the tiger?
113.	What is trick?
114.	Cara
115.	Rencana
116.	Jebakan
117.	Okay, what is jebakan in English?
118.	Trap
119.	Okay.
120.	So, what did the mouse deer do to trick the tiger?

121.	There are three tricks.
122.	First?
123.	Found a pond with water, yes?
124.	And then mouse deer said that, a bowl of God.
125.	Padahal itu kubangan ya, di bilang itu kolamnya dewa, dia mengaku sebagai penjaganya.
126.	Penjaga apa sih Bahasa inggrisnya?
127.	Guard
128.	Next, what happened to trick the tiger again?
129.	Bee, magic drum
130.	That's it.
131.	Thank you Odi.
132.	What happened when the tiger touched the magic drum?
133.	The bee angry
134.	Good.
135.	And then what happened?
136.	They sting the...
137.	Tiger
138.	And what is the last trick?
139.	Belt
140.	Okay, what is belt?
141.	Sabuk
142.	Ikat pinggang
143.	Okay.
144.	So, what did the mouse deer call the belt?

145.	What's that?
146.	The crown of the?
147.	King of the jungle
148.	Okay, good.
149.	And did the tiger wear it?
150.	Yes
151.	What happened after that?
152.	Kecekuk
153.	Tercekik
154.	What is tercekik in English?
155.	Find it in you dictionary!
156.	Find out please.
157.	Do you have kamusku?
158.	Yes
159.	You can use it.
160.	What's that?
161.	Would you like to write it?
162.	It's strangle or strangkle?
163.	Strangle
164.	Would you like to help me?
165.	That's okay.
166.	Thank you very much.
167.	That's it.
168.	Okay, now have you got the idea of the story?
169.	Ide-ide ceritanya sudah ketemu?

170.	Sudah
171.	Okay, you have got the character, the story line and the end as the resolution.
172.	Now, we are going to continue with the activity of writing.
173.	Would you like to be ready with a piece of paper?
174.	Yes
175.	Okay.
176.	Write down your name please.
177.	Okay, first of all I would like to give you some choices of your topic.
178.	You can take this pictures to help you get the idea.
179.	Catch up?
180.	Do you understand?
181.	Yes or no?
182.	Say yes if you understand, say no if you don't understand.
183.	Please, be honest to me and I will translate.
184.	No
185.	Okay, I will translate it into Indonesia.
186.	Saya akan memberikan beberapa pilihan, topik-topiknya, seperti yang ada pada gambar-gambar ini.
187.	You can find another types of story's idea.
188.	Pokoknya ambil beberapa karakter.
189.	Okay, now it's time for you to open your mind and find out the idea of your story.
190.	Which one will you choose?
191.	You can borrow this picture to make your idea.
192.	Kalian bisa pinjam gambar ini untuk memudahkan kalian untuk membuat

	tulisan, silakan ambil disini.
193.	You can use your dictionary to help you or you can ask me.
194.	Nanti kalian boleh menggunakan bantuan kamus atau tanya saya.
195.	Tapi jangan pakai google translate ya, karna kalian tidak akan belajar dari itu.
196.	Ya?
197.	Ya buk.
198.	Ya, silakan dikerjakan.
199.	Because it's the break time, would you like to continue until your story is done?
200.	Bisa kita lanjutin sampai cerita kalian selesai setelah itu kalian boleh istirahat?
201.	Bisa, buk.
202.	Okay, come on do it.
203.	Oke.
204.	Okay for the students that have finished you may have a break.
205.	Oke, buk.

TABULATION OF DATA

Teacher : Nyoman Rini Muliadi, S.Pd

Date : 7th May 2019

Location : SMK Negeri 1 Sukasada

Class : X Perhotelan 1

Theme : Narrative text (Bawang Merah and Bawang Putih story)

Code:

M-1 = Number of Meeting

01-168 = Number of Data

T = Teacher

S = A Student

Ss = Students

S₁ = Captain of the class

LA = Locutionary Act

PA = Perlocutionary Act

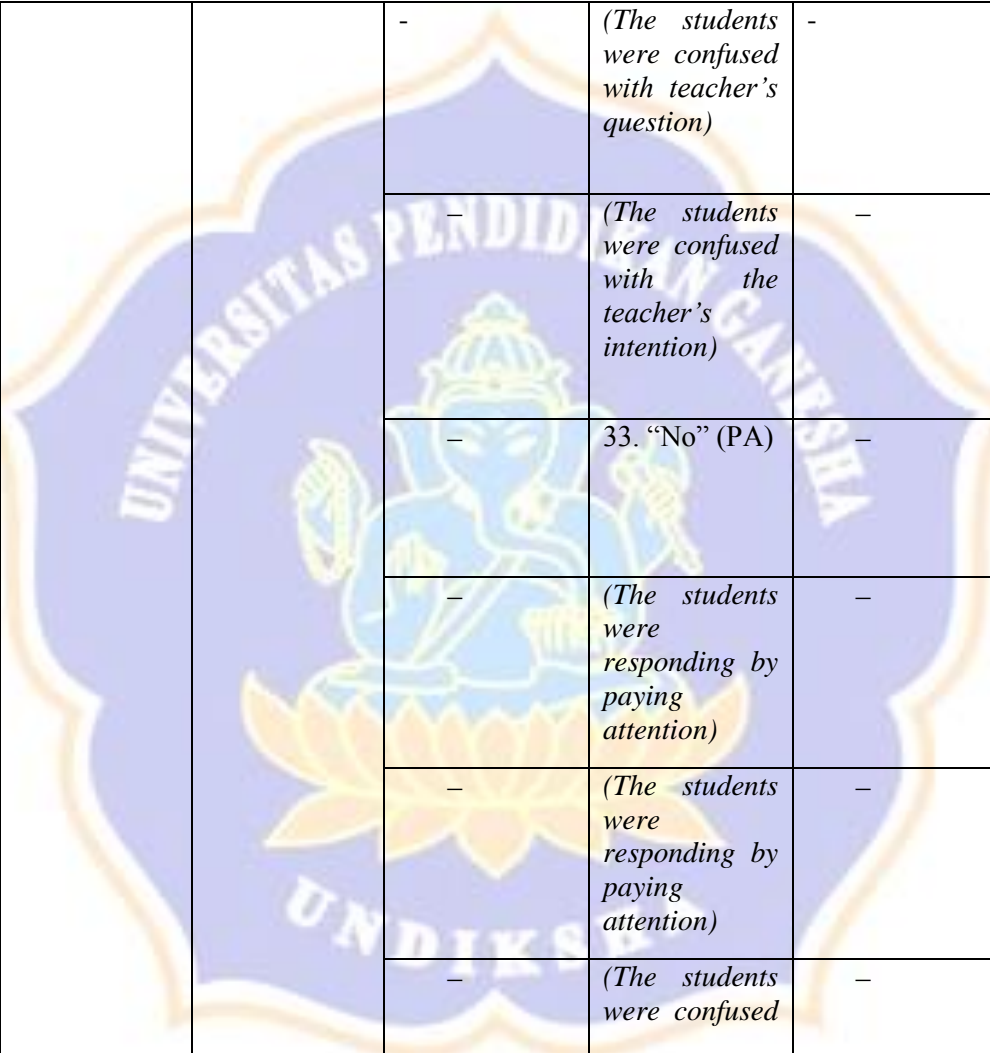
N O	Learning Skills	Learning Stages	Learning Activity	Unit Encounters	LA and PA				
					M-1/S ₁ >Ss	M-1/Ss>T	M-1/S>T	M-1/T>Ss	M-1/T>S
1		Pre-Activity	Greeting	1	01. "Stand up! Greeting!" (LA)	02. "Good morning my teacher" (LA & PA)	-	03. "Good morning. How are you today?" (PA)	-

							& LA)	
				-	04. "I am fine thank you, and you?" (PA & LA)	-	05. "I am excellent. Sit down please!" (PA & LA)	-
					06. "Thank you." (PA)	-	-	-
		Praying	2	-	<i>(They were responding by praying silently based on their own religion or belief)</i>	-	07. "Okay, we will start our lesson today by praying for the first" (LA)	-
		Checking Students' readiness	3	-	-	-	08. "Okay, any homework for today?" (LA)	-
				-	-	10. "Sudah dikumpul buk."	09. "Before we start. Ada tugas sebelumnya?"	-

						(already collected) (PA)	(LA)	
			4		-	(The student was responding by stopping to talk with her friend)	-	11. "Septi, discipline is a must." (LA)
		Tell the learning goal	5	-	(The students were responding by paying attention)	-	12. "Today we will learn about narrative." (LA)	
2	.	Whilst-Activity	Observing	-	-	-	-	-
Questioning			6	-	(The students were confused with teacher's question)	-	13. "What is narrative?" (LA)	
				-	-	15. "Narrative is narasi." (PA)	14. "Do you know narrative?" (LA)	-

		Whilst- Activity		-	(The students were confused with teacher's question)	-	16. "Okay. What is narrative text?" (LA)	-
				-	(The students were confused with teacher's question)	-	17. "Do you know narrative text?" (LA)	-
				-	(The students were confused with teacher's question)	-	18. "Yes? No?" (LA)	-
				-	(The students were responding by paying attention)	-	19. "Narrative text is a text that tells you a story." (LA)	-
	7			-	21. "No" (PA)	-	20. "Do you know kinds of narrative text?" (LA)	-
				-		-	22. "No?" (LA & PA)	-

				-	24. "Legenda" (PA)	-	23. "First is legend, what is legend in Indonesia?" (LA)	-
				-	<i>(The students were confused with teacher's question)</i>	-	25. "Okay, what else?" (PA & LA)	-
				-	<i>(The students were confused with teacher's question)</i>	-	26. "What about dongeng?" (LA)	-
				-	<i>(The students were confused with teacher's question)</i>	-	27. "What is dongeng?" (LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	28. "It's Fiction story." (LA)	-
		Whilst-Activity	Exploring	8	<i>(The students were responding by paying attention)</i>	-	29. "Now we will talk about one fiction of narrative." (LA)	

	Listening	Whilst-Activity		-	<i>(The students were confused with teacher's question)</i>	-	30. "Would you like to listen carefully?" (LA)	-
-				<i>(The students were confused with the teacher's intention)</i>	-	31. "Then at the end you will tell the story with your own idea." (LA)	-	
-				33. "No" (PA)	-	32. "Do you understand what I mean?" (LA)	-	
-				<i>(The students were responding by paying attention)</i>	-	34. "I like your honesty." (PA & LA)	-	
-				<i>(The students were responding by paying attention)</i>	-	35. "Honesty is a must." (LA)	-	
-				<i>(The students were confused)</i>	-	36. "What is honesty?"	-	

					<i>with teacher's question)</i>		(LA)	
				-	<i>(The students were responding by paying attention)</i>	-	37. "Honesty means kejujuran." (LA)	-
				-	39. "Indonesia" (PA)	-	38. "So, In Indonesia or in English?" (LA)	-
				-	<i>(The students were responding by listening to the teacher)</i>	-	40. "Okay. In short, saya akan menceritakan sebuah cerita, nanti kalian dengarkan baik-baik." (PA & LA)	-
				-	<i>(The students were responding by listening to the teacher)</i>	-	41. "Di akhir nanti kalian harus menulis cerita tersebut dengan ide kalian sendiri" (LA)	-

				-	<i>(The students were responding by listening to the teacher)</i>	-	42. “Nah, nanti kalian dengarkan dulu ceritanya, kita cari main idea nya, what is main idea?” (LA)	-
		Whilst-Activity		-	<i>(The students were responding by listening to the teacher)</i>	-	43. “Kemudian kita cari karakter-karakter yang ada di ceritanya, dan kita cari tahu nilai moral apa yang ada pada cerita tersebut.” (LA)	-
				-	<i>(The students were responding by listening to the teacher)</i>	-	44. “Okay, listen now.” (LA)	-
				-	<i>(The students were responding by</i>	-	45. “Let me tell you the story of	-

					<i>listening to the teacher)</i>		bawang merah and bawang putih.” (LA)	
				-	<i>(The students were confused with teacher’s question)</i>	-	46. “Have you ever heard or read this story?” (LA)	-
				-	48. “Pernah” <i>(Yes, I have)</i> (PA)	-	47. “Sudah pernah dengar atau baca cerita ini?” <i>(Have you ever heard or read this story?)</i> (LA)	-
				-	<i>(The students were responding by listening to the teacher’s story)</i>	-	49. “Okay, now listen to me!” (LA)	-
			9	-	<i>(The students were responding by paying</i>	-	50. “Okay, that’s all the story.” (LA)	-

						<i>attention)</i>			
						52. “Bawang merah and bawang putih” (PA)	–	51. “I want to know your understanding about the story. What is the title of the story?” (LA)	–
						54. A: “The garlic and the onion” 55. C: “The shallots and the garlic” (PA)	–	53. “In English?” (LA)	–
						57. “Yes, saya buk.” (PA)	–	56. “Okay, can anyone write it on the blackboard?” (PA & LA)	–
							–		58. “Okay, please.” (PA)
							–		59. “Thank you.” (LA)
				10			–	60. “Okay,	–

							now about the characteristic.” (LA)	
				-	62. “Baik” (PA)	-	61. “How is bawang putih?” (LA)	-
				-	-	64. A: “Kind” 65. B: “Good” (PA)	63. “What is baik in English?” (PA & LA)	-
				-	-	67. “Rajin” (PA)	66. “Okay kind, what else?” (PA & LA)	-
				-	-	69. “Diligent” (PA)	68. “What is rajin? (LA)	-
				-	-	71. “Beautiful” (PA)	70. “Okay, what else?” (PA & LA)	-
				-	-	-	72. “Beautiful?” (PA & LA)	-
				-	-	74. “Kalau gak cantik,	73. “Why do you think so?”	-

					mana mau pangeran sama dia buk.” <i>(if she is not beautiful, the prince will not want to marry her)</i> (PA)	(LA)	
				–	–	–	75. “Ohh, thank you.” (PA)
				–	–	76. “Any else?” (LA)	–
			11	–	78. “Jahat” (PA)	77. “Okay, now what do you think about bawang merah?” (LA)	–
				–	80. “Bad” (PA)	79. “Ohh, what is jahat?” (LA)	–
				–	82. A: “Arrogant” 83. B:	81. “What else?” (LA)	–

						“Pemarah” (PA)		
		Whilst- Activity		-	-	85. “Emosional” (PA)	84. “Okay, else?” (PA & LA)	-
				-	-	87. “Lazy” (PA)	86. “Okay. What else?” (PA & LA)	-
				-	89. “Yes” (PA)	-	88. “Do you think she is ugly?” (LA)	-
			12	-	-	91. A: “Bad” 92. B: “Anger” (PA)	90. “Okay, Next, the stepmother, what is the characteristics ?” (LA)	-
				-	-	94. “Arrogant” (PA)	93. “What else?” (LA)	-
			13	-	-	-	95. “Okay, now we talk about the way of the story that was told	-

							by the teller.” (LA)	
				-	-	97. “Di jumahne” (PA)	96. “Where did they lived?” (LA)	-
				-	-	-	98. “Yes, di jumahne.” (In her house). (LA & PA)	-
				-	(The students were responding by paying attention)	-	99. “May be you know what I mean, but I think that’s not about the capability of your speaking, but the most important is you are afraid to talk.” (LA)	-
						101. “In a small village.” (PA)	100. “Where did they lived?” (LA)	-
			14			103. “Six” (PA)	102. “Okay, how many characters are	-

							there in the story?" (LA)	
					105. "Six" (PA)	-	104. "The main characters." (LA)	-
					-	107. A: "Bawang merah" 108. B: "Bawang putih and stepmother" 109. C: "Father and goldfish" 110. D: "Prince" (PA)	106. "Okay mention please!" (LA)	-
		Whilst-Activity	15		<i>(The students were confused with teacher's question)</i>	-	111. "Okay, what happened to bawang putih in her life?" (LA)	-

					(The students were confused with teacher's question)		112. "Okay, what did bawang merah and stepmother do to bawang putih after their father died?" (LA)	–
					(The students were confused with teacher's question)		113. "I mean how they treat bawang putih?" (LA)	–
					(The students were confused with teacher's question)		114. "Bagaimana mereka memperlakukan bawang putih?" (LA)	–
					116. "Memperlakukan" (PA)	–	115. "Treat itu apa?" (LA)	–
					118. "Seperti seorang pembantu" (PA)	–	117. "Okay, sekarang perlakuan seperti apa yang bawang putih	–
		Whilst-Activity						

							dapatkan?” <i>(Okay, now what kind of treatment does Bawang putih get?)</i> (LA)	
						120. “House maid” (PA)	119. “Okay, she was treated as a ... what is pembantu?” (PA & LA)	–
						–	121. “Okay, or servant.” (PA & LA)	–
						123. “No” (PA)	122. “Apa bawang putih dapat gaji?” <i>(Does she get salary?)</i> (LA)	–
		Whilst-Activity	16			125. “Bawang putih goes to the river to wash all of the	124. “Then what happened to bawang	–

					dishes.” (PA)	putih?” (LA)	
				<i>(The students were confused with teacher’s question)</i>		126. “Okay, when she washed at the river, what happened to the goldfish?” (PA & LA)	–
					–	127. “So, it needed a help.” (LA)	–
					129. “It mouth was tucked on hook.” (PA)	128. “Ketika dia mencuci, ada apa dengan si ikan emas sehingga dia perlu bantuan?” (LA)	–
		Whilst-Activity		131. “Kail” (PA)	–	130. “Okay, what is hook?” (PA & LA)	–
				133. “Yes” (PA)	–	132. “Then, did she help the goldfish?” (LA)	–

						-	134. "And when they became best friend, what happened to the goldfish?" (LA)	-
						-	135. "Who caught the goldfish?" (LA)	-
						-	137. "Okay, was bawang putih sad?" (PA & LA)	-
						140. "Menanam tulangnya" (PA)	139. "Okay, what did bawang putih do then?" (PA & LA)	-
						142. "Mengubur" (PA)	141. "Menanam atau menguburnya?" (Plant or burry it?)	-

							” (PA & LA)	
						-	143. “Okay, burry the goldfish’s bone.” (PA & LA)	-
						-	144. “And then what happened?” (LA)	-
						-	145. “Grew a beautiful tree, in fact the tree was the medicine for the people.” (LA)	-
		17		147. “The prince married bawang putih” (PA)		-	146. “And then what happened with the prince?” (LA)	-
		18		149. “Yes” (PA)		-	148. “Okay, did bawang putih forgive her stepsister and her	-

							stepmother?" (LA)	
			19		151. "Yes" (PA)	-	150. "Okay, do you understand the story now?" (LA)	-
						-	152. "Good job." (LA)	-
	Writing	Associating	20		<i>(The students were responding by paying attention)</i>	-	153. "Now it's time for you to rewrite the story." (LA)	-
					155. "Yes" (PA)	-	154. "Would you like to prepare a piece of paper, please?" (LA)	-
					157. "Yes" (PA)	-	156. "Okay, now would you like to be ready?" (PA & LA)	-
					159. "Okay"	-	158. "In this case you can use your	-

					(PA)		dictionary.” (LA)	
				-	<i>(The students were responding by listening to the teacher's intention)</i>	-	160. “Make it by your own idea!” (LA)	-
				-	162. “Yes” (PA)		161. “Now would you like to write down the story?” (LA)	-
				-	-	-	163. “I’ll give you an hour to do it.” (LA)	-
		21		-	-	164. “Jalan ceritanya bebas buk?” <i>(Is the storyline free, miss?)</i> (LA)	-	-
				-	-	-	-	165. “Yes, but the topic is about bawang

								merah and bawang putih.” (PA)
						166. “Boleh Bahasa Indonesia buk?” <i>(Can we use Indonesian?)</i> (LA)	–	167. “No, in English please.” (PA)
			Communicating	–	–	–	–	–
3.	–	Post-Activity	Dismiss the class	22	–	<i>(The students were responding by collecting their work)</i>	–	168. “Okay, because the time is up, please collect your work.”

TABULATION OF DATA

Teacher : Ida Bagus Komang Kasiapa, S. Pd.

Date : 16th May 2019

Location : SMK Negeri 1 Sukasada

Class : X Tari

Theme : Narrative text (Mouse-deer story)

Code:

M-2 = Number of Meeting

T = Teacher

Ss = Students

LA = Locutionary Act

01-194 = Number of Data

S = A Student

S₁ = Captain of the class

PA = Perlocutionary Act

N O	Learning Skills	Learning Stages	Learning Activity	Unit Encounters	LA and PA				
					M-2/S ₁ >Ss	M-2/Ss>T	M-2/S>T	M-2/T>Ss	M-2/T>S
1		Pre- Activity	Greeting	1	-	02. "Hi, I'm fine thank you. And you?" (PA & LA)	-	01. "Halo, students. How are you today?" (LA)	-
					-	-	-	03. "I'm very well." (PA)	-

			Tell the learning goal.	2		<i>(The students were responding by paying attention)</i>	–	04. “Okay, today we will learn about narrative.” (LA)	–
2 .	Whilst Activity	Observing			–	–	–	–	–
					–	–	06. A: “No” 07. B: “Yes” (PA)	05. “Do you know narrative?” (LA)	–
		Questioning			–	–	–	08. “Yes?” (PA & LA)	–
				3	–	–	10. “A text” (PA)	09. “What is narrative?” (LA)	–
					–	–	–	11. “Narrative is a text, okay.” (PA & LA)	–
		–		<i>(The students were confused with teacher’s question)</i>		12. “What else?” (LA)	–		

				-	<i>(The students were confused with teacher's question)</i>		13. "Or have you heard about narrative?" (LA)	-
				-	<i>(The students were confused with teacher's question)</i>		14. "Narrative text seperti legend, folklore, fable kancil dan buaya, what else?" <i>(Narrative text such as legend, folklore, fable mouse deer and crocodile, what else?)</i> (LA)	-
				-	<i>(The students were confused with teacher's question)</i>	-	15. "What is kancil in English?" (LA)	-
				-	16. "Mouse deer" (PA)	-	17. "And buaya?" (LA)	-

				-	18. "Crocodile" (PA)	-	19. "Okay." (PA & LA)	-
Listening		Exploring	4	-	<i>(The students were responding by paying attention)</i>	-	20. "Now we will listen a story about mouse deer and crocodile." (LA)	-
				-	<i>(The students were confused with teacher's intention)</i>	-	21. "Oh, I'm so sorry because the video is broken, so let's listen another story." (LA)	-
				-	-	23. "Lain buk" <i>(It's different, miss.)</i> (LA)	22. "Okay, listen please." (LA)	-
				-	<i>(The students were responding by</i>	-	24. "Yes, It is different." (LA)	-

					<i>paying attention</i>)		(PA)	
				-	<i>(The students were responding by paying attention)</i>	-	25. "Because I have told you before that the first video is broken." (PA & LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	26. "So, now we would like to listen the other story of mouse deer." (LA)	-
				-	<i>(The students were responding by listening to the teacher's instruction)</i>	-	27. "Listen please." (LA)	-
				-	<i>(The students were responding by listening to the teacher's instruction)</i>	-	28. "Make it as your idea." (LA)	-

				-	<i>(The students were responding by listening to the teacher's instruction)</i>	-	29. "Jadi dengarkan ini dulu, saya akan putarkan dua kali." <i>(So, listen it first and I will play it twice)</i> (LA)	-
				-	<i>(The students were responding by listening to the teacher's instruction)</i>	-	30. "Kemudian saya akan berikan pertanyaan dan kalian harus jawab." <i>(Then I will give you a questions and you have to answer it)</i> (LA)	-
				-	<i>(The students were confused with teacher's intention)</i>	-	31. "Okay?" (LA)	-

				-	<i>(The students were confused with teacher's intention)</i>	-	32. "Understand what I mean?" (LA)	-
				-	34. "Yes" (PA)	-	33. "Would you like to listen now?" (LA)	-
				-	36. "No" (PA)	-	35. "Do you understand the story?" (LA)	-
			5	-	<i>(The students were responding by paying attention)</i>	-	37. "Okay, let me check whether you listen some words that you understand well or not." (LA)	-
				-	39. "Mousedeer, tiger, lion, and ..." (PA)	-	38. "How many characters are there in the story?" (LA)	-

				-	<i>(The students were confused with teacher's intention)</i>	-	40. "And?" (LA)	-
				-	<i>(The students were confused with teacher's intention)</i>	42. "Cobra" (PA)	41. "The last one, who tided the tiger?" (LA)	-
				-	-	-	-	43. "Oh snake, okay, good job." (PA & LA)
				-	45. "Four" (PA)	-	44. "So the main characters are..." (LA)	-
				-	-	-	46. "Who are they?" (LA)	-
				-	47. "Mousedeer, tiger, lion, and snake" (PA)	-	48. "Two thumbs up for you." (PA & LA)	-
				-	-	-	49. "Great	-

							idea!” (LA)	
				-	<i>(The students were confused with teacher’s intention)</i>	-	50. “And for the first time what happened?” (LA)	-
				-	<i>(The students were confused with teacher’s intention)</i>	-	51. “What happened to the mousedeer?” (LA)	-
				-	<i>(The students were confused with teacher’s intention)</i>	-	52. “Come on.” (LA)	-
				-	<i>(The students were confused with teacher’s intention)</i>	-	53. “Would you like to listen again?” (LA)	-
			6	-	<i>(The students were confused with teacher’s intention)</i>	-	54. “Then catch some vocabularies or the line of the story.” (LA)	-

				-	<i>(The students were responding by listening to the story)</i>	-	55. "Okay, listen." (LA)	-
			7	-	<i>(The students were confused with teacher's question)</i>	-	56. "Have you heard about it?" (LA)	-
				-	<i>(The students were confused with teacher's question)</i>	-	57. "One character, who's that?" (LA)	-
			8	-	-	59. "Ya, buk" <i>(Yes, miss)</i> (PA)	-	58. "Emm, would you like to help me to clean the whiteboard?" (LA)
			9	-	61. "Tri Sandhya dulu buk" <i>(Tri Sandhya, miss)</i>	-	60. "Let me know, do you want to pray first or just continue our lesson?" (LA)	-

					(PA)			
				-	(The students were responding by praying)	-	62. "Okay." (PA)	-
				-	64. "Five" (PA)	-	63. "Okay, how many characters are there in the story?" (LA)	-
				-	66. "Five" (PA)	-	65. "There are four or five?" (PA & LA)	-
			10	-	68. "Mousedeer, tiger, lion..." (PA)	-	67. "Okay, tell me." (PA & LA)	-
				-	-	-	69. "Lion?" (PA & LA)	-
				-	-	71. "Bee" (PA)	70. "Are you kidding me?" (LA)	-

				-	-	-	-	72. "Yes, bee." (PA & LA)
				-	-	(The students were responding by smiling)	-	73. "You got it, thank you." (PA & LA)
				-	-	75. "Snake" (PA)	74. "Then?" (LA)	-
				-	(The students were confused with teacher's question)	-	76. "And the last?" (LA)	-
				-	(The students were confused with teacher's question)	-	77. "No more idea?" (LA)	-
				-	(The students were confused with teacher's question)	-	78. "Okay, what sounds did you hear in the story?" (LA)	-
				-	80. "Suara" (PA)	-	79. "Sound, what is sound?" (LA)	-

				-	<i>(The students were confused with teacher's question)</i>	-	81. "Suara apa yang di denger tadi di ceritanya?" <i>(What sounds did you hear in the story?)</i> (LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	82. "Other forest animals." (LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	83. "Binatang-binatang yang diajak bermain oleh si mouse deer." <i>(The other animals that played with mouse deer)</i> (LA)	-
			11	-	-	85. "Play"	84. "Okay, next, what	-

					(PA)	happened to the mousedeer for the first time?" (LA)		
				-	87. "Petak umpet" (<i>High and seek</i>) (PA)	-	86. "What kind of playing?" (PA & LA)	-
				-	-	-	88. "Yes, petak umpet." (PA)	-
				-	-	90. "Hide and Seek" (PA)	89. "What's petak umpet?" (LA)	-
				-	-	-	91. "Okay, they played hide and seek together." (PA & LA)	-
				-	-	93. A: "In the forest" 94. B: "In the	92. "Where did they play?" (LA)	-

					jungle” (PA)			
				-	-	-	95. “Wow, I love it.” (PA & LA)	-
				-	(The students were thinking of the question)	-	96. “Next what happened?” (LA)	-
				-	98. “Tiger” (PA)	-	97. “Who came suddenly?” (LA)	-
				-	100. “To eat the mouse deer” (PA)	-	99. “Tiger came to?” (LA)	-
		12		-	-	-	101. “Okay, did the tiger success to eat the mouse deer?” (LA)	-
				-	103. “No”	-	102. “Yes or	-

					(PA)		no?" (LA)	
				-	-	-	104. "And then, what did the mouse deer do to trick the tiger?" (LA)	-
				-	-	106. A: "Cara" 107. B: "Rencana" 108. C: "Jebakan" (PA)	105. "What is trick?" (LA)	-
				-	110. "Trap" (PA)	-	109. "Okay, what is jebakan in English?" (PA & LA)	-
				-	<i>(The students were confused to the teacher's question)</i>	-	111. "So, what did the mouse deer do to trick the tiger?"	-

							(LA)	
				-	<i>(The students were responding by paying attention)</i>	-	112. "There are three tricks." (LA)	-
				-	<i>(The students were confused to the teacher's question)</i>	-	113. "First?" (LA)	-
				-	<i>(The students were confused to the teacher's question)</i>	-	114. "Found a pond with water, yes?" (LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	115. "And then mouse deer said that, a bowl of God." (LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	116. "Padahal itu kubangan ya, di bilang itu kolamnya dewa, dia mengaku	-

						<p>sebagai penjaganya.”</p> <p><i>(Even though it was a puddle, it was said to be a god's pool, and the mouse deer claimed to be the guardian of it)</i></p> <p>(LA)</p>		
				–	118. “Guard” (PA)	–	<p>117. “Penjaga apa sih Bahasa Inggrisnya?”</p> <p>(LA)</p>	–
				–	–	120. A: “Bee” 121. B: “Magic drum” (PA)	<p>119. “Next, what happened to trick the tiger again?” (LA)</p>	–
				–	–	–	<p>122. “That’s it.” (PA & LA)</p>	–
				–	–	<i>(The student were</i>		123. “Thank

						<i>responding by smiling)</i>		you, Odi.” (LA)
				–	125. “The bee angry” (PA)	–	124. “What happened when the tiger touched the magic drum?” (LA)	–
				–	–	–		126. “Good.” (PA)
				–	128. “Tiger” (PA)	–	127. “And then what happened? They sting the...” (LA)	–
				–	130. “Belt” (PA)	–	129. “And what is the last trick?” (LA)	–
				–	132. A: “Sabuk” 133. B: “Ikat pinggang”	–	131. “Okay, what is belt?” (PA & LA)	–

					(PA)			
				-	<i>(The students were thinking about the question)</i>	-	134. "Okay, so, what did the mouse deer call the belt?" (LA)	-
				-	<i>(The students were thinking about the question)</i>	-	135. "What's that?" (LA)	-
				-	137. "King of the jungle" (PA)	-	136. "The crown of the?" (LA)	-
				-	-	-	138. "Okay, good." (PA & LA)	-
				-	140. "Yes" (PA)	-	139. "And did the tiger wear it?" (LA)	-
				-	142. A: "Kecekuk"	-	141. "What happened after that?"	-
				-	143. B:	-		-

					“Tercekik” (PA)		(LA)	
				-	<i>(The students were thinking about the question)</i>	-	144. “What is tercekik in English?” (LA)	-
				-	<i>(The students were responding by checking their phone)</i>	-	145. “Find it in you dictionary!” (LA)	-
				-	<i>(The students were responding by checking their phone)</i>	-	146. “Find out please.” (LA)	-
				-	148. “Yes” (PA)	-	147. “Do you have kamusku?” (LA)	-
				-	<i>(The students were responding by checking their phone)</i>	-	149. “You can use it.” (LA)	-

				-	-	151. "Strangle" (PA)	150. "What's that?" (LA)	-
				-	-	153. "Yes" (PA)		152. "Would you like to write it?" (LA)
				-	155. "Strangle" (PA)	-	154. "It's strangle or strangkle?" (LA)	-
				-	-	<i>(The student were responding by refusing the teacher's request)</i>		156. "Would you like to help me?" (LA)
				-	-	<i>(The student were responding by accepting the teacher's request)</i>		157. "That's okay." (LA)
				-	-	159. "Yes, miss"		158. "Thank you very

					(PA)		much.” (LA)	
				–	–	–	160. “That’s it.” (LA)	–
				–	<i>(The students’ were confused to the teacher’s question?)</i>	–	161. “Okay, now have you got the idea of the story, right?” (LA)	–
		Associating	13	–	163. “Sudahh” <i>(yes, miss)</i> (PA)	–	162. “Ide-ide ceritanya sudah ketemu, kan?” <i>(Have you got the main idea of the story?)</i> (LA)	–
				–	<i>(The students were responding by paying attention)</i>	–	164. “Okay, you have got the character, the story line and the end as the resolution.” (LA)	–
Writing			14	–	<i>(The students were</i>	–	165. “Now, we are going	–

					<i>responding by paying attention)</i>		to continue with the activity of writing.” (LA)	
				–	167. “Yes” (PA)	–	166. “Would you like to be ready with a piece of paper?” (LA)	–
				–	<i>(The students were responding by writing their name)</i>	–	168. “Okay, write down your name please.” (PA & LA)	–
			15	–	<i>(The students were responding by paying attention)</i>	–	169. “Okay, first of all I would like to give you some choices of your topic.” (LA)	–
				–	<i>(The students were responding by paying</i>	–	170. “You can take this pictures to help you get	–

					attention)		the idea.” (LA)	
				-	(The students were confused to teacher's question)	-	171. “Catch up?” (LA)	-
				-	(The students were confused to teacher's question)	-	172. “Do you understand?” (LA)	-
				-	(The students were confused to teacher's question)	-	173. “Yes or no?” (LA)	-
				-	(The students were confused to teacher's intention)	-	174. “Say yes if you understand, say no if you don't understand.” (LA)	-
				-	176. “No” (PA)	-	175. “Please, be honest to me and I will translate.”	-

							(LA)	
				-	<i>(The students were responding by paying attention)</i>	-	177. "Okay, I will translate it into Indonesia." (PA & LA)	-
				-	<i>(The students were responding by paying attention)</i>	-	178. "Saya akan memberikan beberapa pilihan, topik-topiknya, seperti yang ada pada gambar-gambar ini" <i>(I will give several choices, topics, such as those in the pictures)</i> (LA)	-
				-	<i>(The students were responding by paying</i>	-	179. "You can find another types of story's idea."	-

					attention)		(LA)	
				-	(The students were responding by paying attention)	-	180. "Pokoknya ambil beberapa karakter." (Just take a few characters) (LA)	-
			16	-	(The students were responding by paying attention)	-	181. "Okay, now it's time for you to open your mind and find out the idea of your story." (LA)	-
				-	(The students were responding by paying attention)	-	182. "Which one will you choose?" (LA)	-
				-	(The students were responding by	-	183. "You can borrow this picture to	-

					<i>paying attention)</i>		make it easier for you to write.” (LA)	
				–	<i>(The students were responding by paying attention)</i>	–	184. “You can use your dictionary to help you or you can ask me.” (LA)	–
				–	186. “Ya buk.” <i>(Yes, miss)</i> (PA)	–	185. “Tapi jangan pakai google translate ya, karna kalian tidak akan belajar dari itu.” <i>(But don't use google translate, because you won't learn from it.)</i> (LA)	–

				-	<i>(The students were responding by doing the task)</i>	-	187. “Ya, silakan dikerjakan.” <i>(Yes, please do it now)</i> (LA)	-
				-	<i>(The students were confused to the teacher's intention)</i>	-	188. “Because it’s the break time, would you like to continue until your story is done?” (LA)	-
		17		-	190. “Bisa, buk.” (PA)	-	189. “Bisa kita lanjutin sampai cerita kalian selesai setelah itu kalian boleh istirahat?” <i>(Can we continue until your story is finished, after that you can</i>	-


								take a break) (LA)	
					–	192. “Oke.” (PA)	–	191. “Okay, come on do it.” (LA)	–
			Communicati ng		–	–	–	–	–
3	–	Post Activity	Dismiss the class	18	–	194. “Okay, buk.” (PA)	–	193. “Okay for the students that have finished you may have a break.” (LA)	–

Indicator 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/Might + I + bare infinitive +/- 	<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>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.....? – Do you? – Where does....? • Request both humbly and earnestly while expressing a strong desire. <ul style="list-style-type: none"> – Please help me.. + strong desire – Please don't + strong desire 	
3.	Advising Act	According to Brown and	• Recommending	Using modal auxiliaries “must,	1. “It will be better if

		<p>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"> • Suggesting • Lecturing • Advocating • Admonishing • Exhorting 	<p>ought to, and should". 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) 	<p>you do your work in your home"</p> <ol style="list-style-type: none"> 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	<p>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</p>	<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

		about something easier.			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"> • Worshipping 	<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.... • Before we Let’s pray for a moment. 	<ol style="list-style-type: none"> 1. “Hopefully the god blessed us” 2. “Let us pray for a moment”

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	<ul style="list-style-type: none"> • Assuring • Ensuring • Insuring • Maintaining • Protecting • Proving • Securing 	<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 	<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

		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"> • Supporting • Warranting 	<ul style="list-style-type: none"> • Used with verbs • Used with prepositions • Used with adverbs • Used with nouns 	<p>prove that you are study hard”</p> <p>3. “The head master assured me all the students will pass the graduate”</p>
2.	Promising act	<p>Promising act is usually used to assure the listeners that they will definitely do, arrange, or give something. 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 	<p>1. “If you active in my class I promise I will give you good score”</p> <p>2. “You are not really promising in this class”</p> <p>3. “I swear that I am not cheating in this exam”</p>

3.	Refusing act	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 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"> • Declining • Ignoring • Protesting • Rebuffing • Rejecting 	<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" 3. The common phrase that are used in the beginning of the sentence are like: <ul style="list-style-type: none"> • Sorry I can't... • Sorry I don't • Sorry I could not.... • I am afraid I cannot... 	<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 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 	<ol style="list-style-type: none"> 1. Conditional type 1 + subject + modals 2. Don't + verb or subject + modals... 	<ol style="list-style-type: none"> 3. "If you don't finish it in five minutes I will get you zero score" 4. "Don't cheating or you will get zero

					score in my class”
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?”

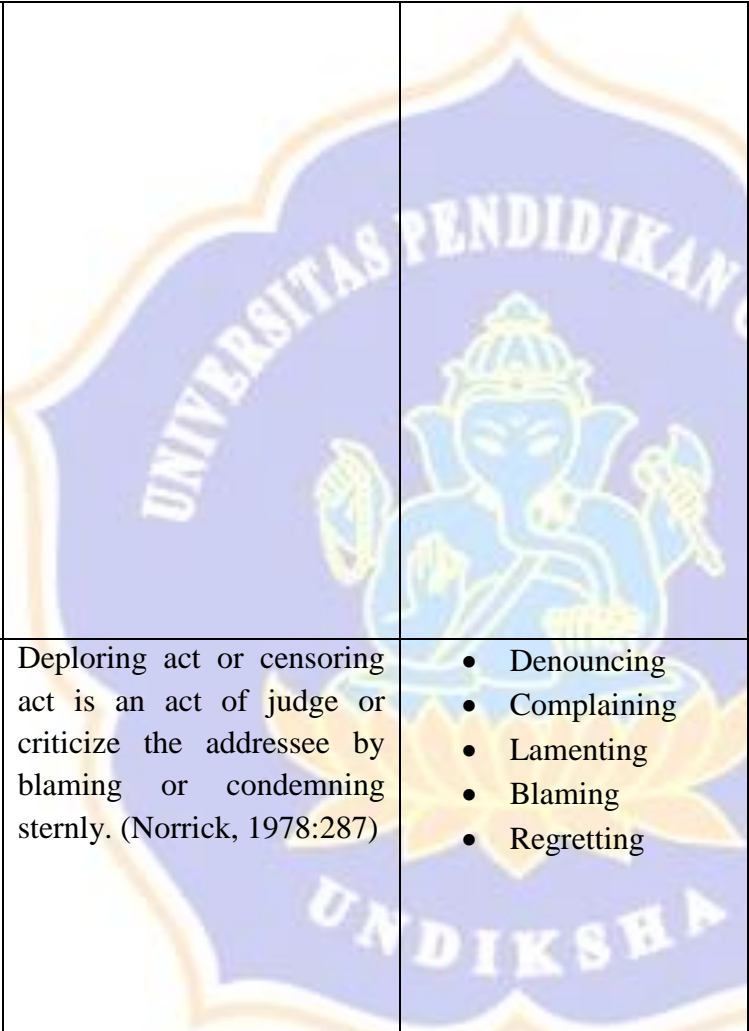
3. EXPRESSIVE ACT

No	Types	Definition	Verb synonym	Structure	Example
1	Apologizing Act	Apologizing is an act of apologize in order to	<ul style="list-style-type: none"> • Pardoning 	1. Common Expression:	1. “I’m sorry, I can’t help it”

		<p>appease people we have injured, avoid accusation and revenge, to implicate contrition, and elicit acts of forgiving and be freed from guilt.</p>	<ul style="list-style-type: none"> • Excusing oneself 	<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... • 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) 	
--	--	---	--	--	--

				<ul style="list-style-type: none"> • 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 	
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 (for + noun / -ing) • Thank you very much • Thank you so much • Thank you a lot • Thanks a lot 	1. "Thank you for sending my postcard"
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/ 	1. "I am so sorry to hear about your loss."

				<p>sister to</p> <ul style="list-style-type: none"> • He / She will be sadly missed. • 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. (Norrick, 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 • Happy Anniversary • Let me congratulate you • That's great! 	<p>1. "I congratulate you on winning the competition"</p>

				<ul style="list-style-type: none"> • 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! • Fantastic! 	
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 	<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 	1. "I hope you are sorry for not listening to my explanation."

				<p>who could have done it.</p> <ul style="list-style-type: none"> • 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.... • 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:</p> <p>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 extend</i> 	<ol style="list-style-type: none"> 1. "Good morning class" 2. "How are you today?"



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 regardless of historical rights and wrongs, a friendly welcome, an outstretched hand."
- Appreciative welcome
"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

				<i>you all."</i>	
7.	Forgiving Act	Forgiving act is an act of express a response from apologies (Norrick, 1978:290)	<ul style="list-style-type: none"> • Condoning • Excusing • Remitting 	<p>1. Usually expressed by uttering "sorry"</p> <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"> 1. "Never mind " 2. "It's okay." 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 • Boast + that-clause • Boast + poss. pronoun + -ing 	<ol style="list-style-type: none"> 1. "When I was as a student in Senior High School, I got some achievements"

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 really like / love your + (possession/object). • Your + (noun) is/looks + (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). • Where did you get your...? • Great + (noun)! • Nice + (noun)! 	<ol style="list-style-type: none"> 2. "You did an excellent job on that presentation" 3. "Very good, you did a great job"
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				<ul style="list-style-type: none"> • You have a great + (characteristic). • You have great + (non-count noun). • That + (noun) + looks good on you. 	
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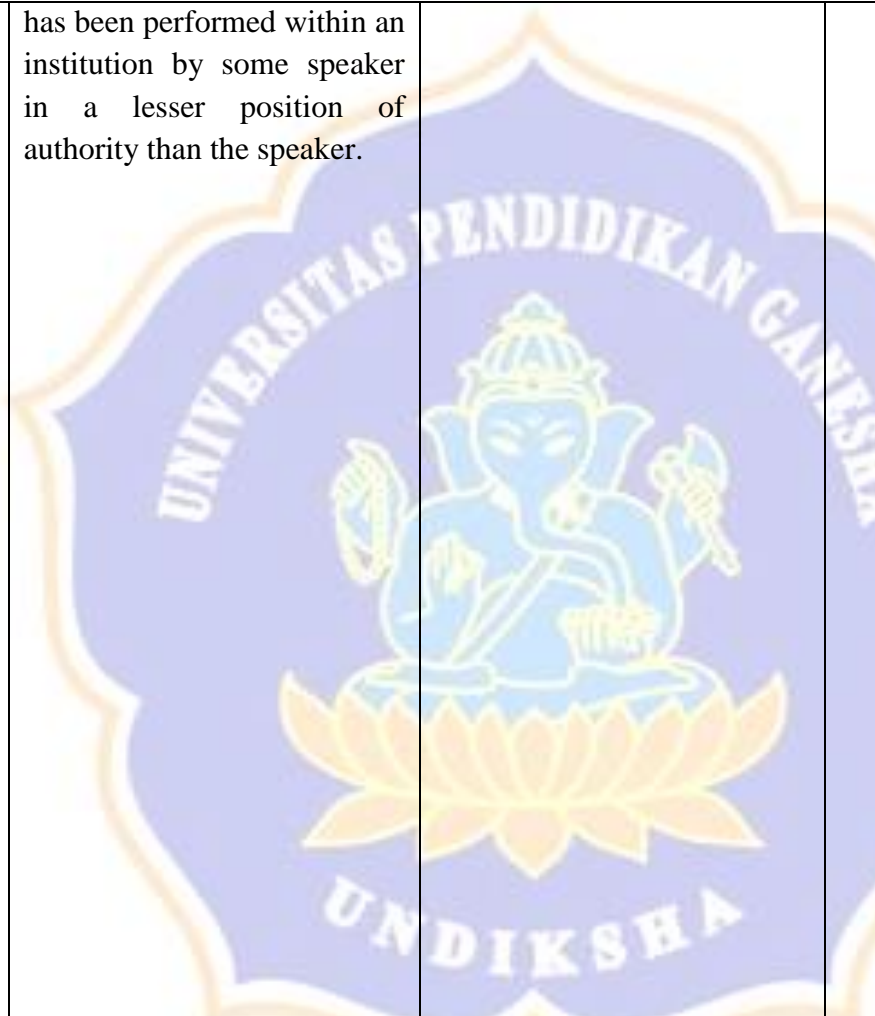
4. DECLARATIVE ACT

No	Types	Definition	Synonym	Structure	Example
1.	Declaring Act	Stating something steady or officially.	<ul style="list-style-type: none"> • Expressing • Announcing 	<p>1. Declare + for can has meaning:</p> <ul style="list-style-type: none"> • To tell that someone will involve in something • To state that someone supports others or something. <p>2. Declaration is also used to state</p>	<ol style="list-style-type: none"> 1. “A girl who declared for NSS School is beautiful.” 2. “I declared for the development of this building.” 3. “I declare the war to be started.”

				something in formal way (officially).	
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” • To show the approval of someone with authorization by using “sanction” 	<ol style="list-style-type: none"> 1. “She approves the engagement of her daughter.” 2. “Citizen endorse the red political party.” 3. “The governor of Bali sanctioned the expanding of local business.”
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"> 1. Transitively, it is used to reject or deny the approval 2. Intransitively, it is 	<ol style="list-style-type: none"> 1. “I don’t agree with your idea.” 2. “The idea is not relatable with the

				used to express the disapproval	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"> 1. Transitively, it is used to terminate someone from a certain position. 2. Intransitively, it is used to accept something which is inevitable. 	<ol style="list-style-type: none"> 1. “We decide to suspend Mr. Anto.” 2. “He was resigned because of his bad attitude.”
5.	Blessing Act	<p>Blessing is the act to place the hearer in a state of God’s grace by declaring him to be in that state.</p> <p>Blessing means ask for God's help and protection for someone or something, or to call or make someone or something holy.</p>	<ul style="list-style-type: none"> • Endowing • Bestowing 	<ol style="list-style-type: none"> 1. The expression of bless : <ul style="list-style-type: none"> • “God bless you” • “You’re endowed with.....” • (be + V-ed + with) 	<ol style="list-style-type: none"> 1. “God bless us.” 2. “God bless you.” 3. “The priest bless their marriage”
6.	Confirming Act	To confirm is to approve with the additional preparatory condition that some declaration with the same propositional content	<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 	<ol style="list-style-type: none"> 1. “Let me check your understanding about the story”

has been performed within an institution by some speaker in a lesser position of authority than the speaker.



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 (*do X action and Y action*). Is that right?
- 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...

				<ul style="list-style-type: none"> • 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” 	<ol style="list-style-type: none"> 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 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 swear • To excommunicate • To imprecate • To maledict 	<ul style="list-style-type: none"> • Curse sometimes also uses taboo expresions. • The expression of curse: <ul style="list-style-type: none"> • “I curse the day you born!” • “You’ll get what’s coming to you one of these das!” 	<p>“Malin’s mother out a curse on him”</p>

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 eyes, or it has two ears or etc.</i> 5. Use kinds of adjective such as skinny, diligent, ugly, clever, beautiful and handsome, clean, dirty, etc. 6. Use active verb such as has, wear. 	<ol style="list-style-type: none"> 1. "I have a cat, it is very cute, and it has long tail."

				7. Use noun such as sunglasses, clothes, doctor, earrings, etc.	
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..... 	<ol style="list-style-type: none"> 1. “There are some types of fruits namely...” 2. The astronomer specialized in studying the magnitude of stars and classifying the ir 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 	<ol style="list-style-type: none"> 1. “The word “it” in line 4 refers to vegetables.”
4.	Explaining Act	Explaining is to give an understandable reasons.	<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 	<ol style="list-style-type: none"> 1. “Reading is a good activity because it helps you to improve your vocabulary.”
5.	Clarifying Act	Clarifying is to make	<ul style="list-style-type: none"> • Elucidating 	<p>Common Expressions:</p>	<ol style="list-style-type: none"> 1. “Duck, chicken,

		something less confusing or easy to understand.		<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... 	and bird belong to poultry”
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The Findings of the Types of Speech Acts in Terms of Its Illocutionary Acts Produced during EFL Learning in Writing Class at SMK Negeri 1 Sukasada

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.	M-1/T>Ss/03	“Good morning. How are you today?”			Welcoming		
2.	M-1/T>Ss/05	“I am excellent. Sit down please!”	Ordering				
3.	M-1/T>Ss/07	“Okay, we will start our lesson today by praying for the first”	Praying				
4.	M-1/T>Ss/08	“Okay. Any homework for	Requesting				

		today?"					
5.	M-1/T>Ss/09	"Before we start. Ada tugas sebelumnya?"	Requesting				
6.	M-1/T>S/11	"Septi, discipline is a must."	Advising				
7.	M-1/T>Ss/12	"Today we will learn about narrative."	Telling				
8.	M-1/T>Ss/13	"What is narrative?"	Requesting				
9.	M-1/T>Ss/14	"Do you know narrative?"	Requesting				
10.	M-1/T>Ss/16	"Okay. What is narrative text?"	Requesting				
11.	M-1/T>Ss/17	"Do you know narrative text?"	Requesting				
12.	M-1/T>Ss/18	"Yes? No?"				Confirming	
13.	M-1/T>Ss/19	"Narrative text is a text that tells you a story."					Explaining

14.	M-1/T>Ss/20	“Do you know kinds of narrative text?”	Requesting				
15.	M-1/T>Ss/22	“No?”				Confirming	
16.	M-1/T>Ss/23	“First is legend, what is legend in Indonesia?”	Requesting				
17.	M-1/T>Ss/25	“Okay, what else?”	Requesting				
18.	M-1/T>Ss/26	“What about dongeng?”	Requesting				
19.	M-1/T>Ss/27	“What is dongeng?”	Requesting				
20.	M-1/T>Ss/28	“It’s fiction story.”	Telling				
21.	M-1/T>Ss/29	“Now we will talk about one fiction of narrative.”	Telling				
22.	M-1/T>Ss/30	“Would you like to listen carefully?”	Requesting				
23.	M-1/T>Ss/31	“Then at the end you will tell the story with your own idea.”	Telling				

24.	M-1/T>Ss/32	“Do you understand what I mean?”	Requesting				
25.	M-1/T>Ss/34	“I like your honesty.”			Complimenting		
26.	M-1/T>Ss/35	“Honesty is a must.”	Telling				
27.	M-1/T>Ss/36	“What is honesty?”	Requesting				
28.	M-1/T>Ss/37	“Honesty means kejujuran.”					Explaining
29.	M-1/T>Ss/38	“So, In Indonesia or in English?”	Requesting				
30.	M-1/T>Ss/40	“Okay. In short, saya akan menceritakan sebuah cerita, nanti kalian dengarkan baik-baik.”					Clarifying
31.	M-1/T>Ss/41	“Di akhir nanti kalian harus menulis cerita tersebut dengan ide kalian sendiri”					Clarifying

32.	M-1/T>Ss/42	“Nah, nanti kalian dengarkan dulu ceritanya, kita cari main idea nya, what is main idea?”					Clarifying
33.	M-1/T>Ss/43	“Kemudian kita cari karakter-karakter yang ada di ceritanya, dan kita cari tahu nilai moral apa yang ada pada cerita tersebut.”					Clarifying
34.	M-1/T>Ss/44	“Okay, listen now.”	Ordering				
35.	M-1/T>Ss/45	“Let me tell you the story of bawang merah and bawang putih.”	Telling				
36.	M-1/T>Ss/46	“Have you ever heard or read this story?”	Requesting				
37.	M-1/T>Ss/49	“Okay, now listen to me!”	Ordering				
38.	M-1/T>Ss/50	“Okay, that’s all	Telling				

		the story.”					
39.	M-1/T>Ss/51	“I want to know your understanding about the story, what is the title of the story?”				Confirming	
40.	M-1/T>Ss/53	“In English?”	Requesting				
41.	M-1/T>Ss/56	“Okay, can anyone write it on the blackboard?”	Requesting				
42.	M-1/T>S/58	“Okay, please.”	Ordering				
43.	M-1/T>S/59	“Thank you.”			Thanking		
44.	M-1/T>Ss/60	“Okay, now about the characteristic.”	Telling				
45.	M-1/T>Ss/61	“How is bawang putih?”	Requesting				
46.	M-1/T>Ss/63	“What is baik in English?”	Requesting				
47.	M-1/T>Ss/66	“Okay kind, what else?”	Requesting				
48.	M-1/T>Ss/68	“What is rajin?”	Requesting				

49.	M-1/T>Ss/70	“Okay, what else?”	Requesting				
50.	M-1/T>Ss/72	“Beautiful?”				Confirming	
51.	M-1/T>Ss/73	“Why do you think so?”	Requesting				
52.	M-1/S>T/74	“Kalau gak cantik, mana mau pangeran sama dia buk.” <i>(if she is not beautiful, the prince will not want to marry her)</i>	Telling				
53.	M-1/T>S/75	“Ohh, thank you.”				Thanking	
54.	M-1/T>Ss/76	“Any else?”	Requesting				
55.	M-1/T>Ss/77	“Okay, now what do you think about bawang merah?”	Requesting				
56.	M-1/T>Ss/79	“Ohh, what is jahat?”	Requesting				
57.	M-1/T>Ss/81	“What else?”	Requesting				
58.	M-1/T>Ss/84	“Okay, else?”	Requesting				

59.	M-1/T>Ss/86	“Okay. What else?”	Requesting				
60.	M-1/T>Ss/88	“Do you think she is ugly?”	Requesting				
61.	M-1/T>Ss/90	“Okay, Next, the stepmother, what is the characteristics?”	Requesting				
62.	M-1/T>Ss/93	“What else?”	Requesting				
63.	M-1/T>Ss/95	“Okay, now we talk about the way of the story that was told by the teller.”	Telling				
64.	M-1/T>Ss/96	“Where did they lived?”	Requesting				
65.	M-1/T>Ss/99	“May be you know what I mean, but I think that’s not about the capability of your speaking, but the most important is you are afraid to talk.”	Telling				
66.	M-1/T>Ss/100	“Where did they	Requesting				

		lived?"					
67.	M-1/T>Ss/102	"Okay, how many characters are there in the story?"	Requesting				
68.	M-1/T>Ss/106	"Okay mention please!"	Ordering				
69.	M-1/T>Ss/111	"Okay, what happened to bawang putih in her life?"	Requesting				
70.	M-1/T>Ss/112	"Okay, what did bawang merah and stepmother do to bawang putih after their father died?"	Requesting				
71.	M-1/T>Ss/113	"I mean how they treat bawang putih?"					Clarifying
72.	M-1/T>Ss/115	"Treat itu apa?"	Requesting				
73.	M-1/T>Ss/117	"Okay, sekarang perlakuan seperti apa yang bawang putih dapatkan?"	Requesting				

		<i>(Okay, now what kind of treatment does Bawang putih get?)</i>				
74.	M-1/T>Ss/119	“Okay, she was treated as a ... what is pembantu?”	Requesting			
75.	M-1/T>Ss/121	“Okay, or servant.”	Telling			
76.	M-1/T>Ss/122	“Apa bawang putih dapat gaji?” (<i>Does she get salary?</i>)	Requesting			
77.	M-1/T>Ss/124	“Then what happened to bawang putih?”	Requesting			
78.	M-1/T>Ss/126	“Okay, when she washed at the river, what happened to the goldfish?”	Requesting			
79.	M-1/T>Ss/128	“Ketika dia mencuci, ada apa dengan si ikan emas sehingga dia perlu bantuan?”				Clarifying
80.	M-1/T>Ss/130	“Okay, what is	Requesting			

		hook?”					
81.	M-1/T>Ss/132	“Then, did she help the goldfish?”	Requesting				
82.	M-1/T>Ss/134	“And when they became best friend, what happened to the goldfish?”	Requesting				
83.	M-1/T>Ss/135	“Who caught the goldfish?”	Requesting				
84.	M-1/T>Ss/137	“Okay, was bawang putih sad?”	Requesting				
85.	M-1/T>Ss/139	“Okay, what did bawang putih do then?”	Requesting				
86.	M-1/T>Ss/141	“Menanam atau menguburnya? (Plant or burry it?)				Confirming	
87.	M-1/T>Ss/143	“Okay, burry the goldfish’s bone.”	Telling				
88.	M-1/T>Ss/144	“And then what happened?”	Requesting				
89.	M-1/T>Ss/145	“Grew a beautiful tree, in fact the tree	Telling				

		was the medicine for the people.”					
90.	M-1/T>Ss/146	“And then what happened with the prince?”	Requesting				
91.	M-1/T>Ss/148	“Okay, did bawang putih forgive her stepsister and her stepmother?”	Requesting				
92.	M-1/T>Ss/150	“Okay, do you understand the story now?”	Requesting				
93.	M-1/T>Ss/152	“Good job.”			Complimenting		
94.	M-1/T>Ss/153	“Now it’s time for you to rewrite the story.”	Ordering				
95.	M-1/T>Ss/154	“Would you like to prepare a piece of paper, please?”	Requesting				
96.	M-1/T>Ss/156	“Okay, now would you like to be ready?”	Requesting				
97.	M-1/T>Ss/158	“In this case you	Advising				

		can use your dictionary.”					
98.	M-1/T>Ss/160	“Make it by your own idea!”	Ordering				
99.	M-1/T>Ss/161	“Now would you like to write down the story?”	Requesting				
100.	M-1/T>Ss/163	“I’ll give you an hour to do it.”	Ordering				
101.	M-1/T>S/165	“Yes, but the topic is about bawang merah and bawang putih.”	Telling				
102.	M-1/T>S/167	“No, in English please.”		Refusing			
103.	M-1/T>Ss/168	“Okay, because the time is up, please collect your work.”	Requesting				
104.	M-2/T>Ss/01	“Halo, students. How are you today?”			Welcoming		
105.	M-2/T>Ss/04	“Okay, today we will learn about	Telling				

		narrative.”				
106.	M-2/T>Ss/05	“Do you know narrative?”	Requesting			
107.	M-2/T>Ss/08	“Yes?”			Confirming	
108.	M-2/T>Ss/09	“What is narrative?”	Requesting			
109.	M-2/T>Ss/11	“Narrative is a text, okay.”			Confirming	
110.	M-2/T>Ss/12	“What else?”	Requesting			
111.	M-2/T>Ss/13	“Or have you heard about narrative?”			Confirming	
112.	M-2/T>Ss/14	<p>“Narrative text seperti legend, folklore, fable kancil dan buaya, what else?”</p> <p><i>(Narrative text such as legend, folklore, fable mouse deer and crocodile, what else?)</i></p>				Classifying
113.	M-2/T>Ss/15	“What is kancil in English?”	Requesting			

114.	M-2/T>Ss/17	“And buaya?”	Requesting				
115.	M-2/T>Ss/20	“Now we will listen a story about mouse deer and crocodile.”	Ordering				
116.	M-2/T>Ss/21	“Oh, I’m so sorry because the video is broken, so let’s listen another story.”		Forgiving			
117.	M-2/T>Ss/22	“Okay, listen please.”	Ordering				
118.	M-2/T>Ss/25	“Because I have told you before that the first video is broken.”	Telling				
119.	M-2/T>Ss/26	“So, now we would like to listen the other story of mouse deer.”	Telling				
120.	M-2/T>Ss/27	“Listen please.”	Ordering				
121.	M-2/T>Ss/28	“Make it as your idea.”	Advising				

122.	M-2/T>Ss/29	<p>“Jadi dengarkan ini dulu, saya akan putarkan dua kali.”</p> <p><i>(So, listen it first and I will play it twice)</i></p>	Ordering			
123.	M-2/T>Ss/30	<p>“Kemudian saya akan berikan pertanyaan dan kalian harus jawab.”</p> <p><i>(Then I will give you a questions and you have to answer it)</i></p>	Ordering			
124.	M-2/T>Ss/31	“Okay?”			Confirming	
125.	M-2/T>Ss/32	“Understand what I mean?”			Confirming	
126.	M-2/T>Ss/33	“Would you like to listen now?”	Requesting			
127.	M-2/T>Ss/35	“Do you understand the story?”	Requesting			
128.	M-2/T>Ss/37	“Okay, let me check whether you			Confirming	

		listen some words that you understand well or not.”					
129.	M-2/T>Ss/38	“How many characters are there in the story?”	Requesting				
130.	M-2/T>Ss/41	“The last one, who tide the tiger?”	Requesting				
131.	M-2/T>S/43	“Oh snake, okay, good job.”			Complimenting		
132.	M-2/T>Ss/44	“So the main characters are...”					Classifying
133.	M-2/T>Ss/46	“Who are they?”	Requesting				
134.	M-2/T>Ss/48	“Two thumbs up for you.”			Complimenting		
135.	M-2/T>Ss/49	“Great idea!”			Complimenting		
136.	M-2/T>Ss/50	“And for the first time what happened?”	Requesting				
137.	M-2/T>Ss/51	“What happened to the mousedeer?”	Requesting				

138.	M-2/T>Ss/52	“Come on.”	Ordering				
139.	M-2/T>Ss/53	“Would you like to listen again?”	Requesting				
140.	M-2/T>Ss/54	“Then catch some vocabularies or the line of the story.”	Ordering				
141.	M-2/T>Ss/55	“Okay, listen.”	Ordering				
142.	M-2/T>Ss/56	“Have you heard about it?”	Requesting				
143.	M-2/T>Ss/57	“One character, who’s that?”	Requesting				
144.	M-2/T>S/58	“Emm, would you like to help me to clean the whiteboard?”	Requesting				
145.	M-2/T>Ss/60	“Let me know, do you want to pray first or just continue our lesson?”				Confirming	
146.	M-2/T>Ss/63	“Okay, how many characters are there in the story?”	Requesting				

147.	M-2/T>Ss/65	“There are four or five?”				Confirming	
148.	M-2/T>Ss/67	“Okay, tell me.”	Ordering				
149.	M-2/T>Ss/69	“Lion?”				Confirming	
150.	M-2/T>Ss/70	“Are you kidding me?”				Confirming	
151.	M-2/T>S/73	“You got it, thank you.”			Thanking		
152.	M-2/T>Ss/74	“Then?”	Requesting				
153.	M-2/T>Ss/76	“And the last?”	Requesting				
154.	M-2/T>Ss/77	“No more idea?”	Requesting				
155.	M-2/T>Ss/78	“Okay, what sounds did you hear in the story?”	Requesting				
156.	M-2/T>Ss/79	“Sound, what is sound?”	Requesting				
157.	M-2/T>Ss/81	“Suara apa yang di denger tadi di ceritanya?” <i>(What sounds did you hear in the</i>	Requesting				

		<i>story?)</i>					
158.	M-2/T>Ss/82	“Other forest animals.”	Telling				
159.	M-2/T>Ss/83	“Binatang-binatang yang diajak bermain oleh si mouse deer.” <i>(The other animals that played with mouse deer)</i>					Clarifying
160.	M-2/T>Ss/84	“Okay, next, what happened to the mousedeer for the first time?”	Requesting				
161.	M-2/T>Ss/86	“What kind of playing?”	Requesting				
162.	M-2/T>Ss/89	“What’s petak umpet?”	Requesting				
163.	M-2/T>Ss/91	“Okay, they played hide and seek together.”	Requesting				
164.	M-2/T>Ss/92	“Where did they play?”	Requesting				

165.	M-2/T>Ss/95	“Wow, I love it.”			Complimenting		
166.	M-2/T>Ss/96	“Next what happened?”	Requesting				
167.	M-2/T>Ss/97	“Who came suddenly?”	Requesting				
168.	M-2/T>Ss/99	“Tiger came to?”	Requesting				
169.	M-2/T>Ss/101	“Okay, did the tiger success to eat the mouse deer?”	Requesting				
170.	M-2/T>Ss/102	“Yes or no?”				Confirming	
171.	M-2/T>Ss/104	“And then, what did the mouse deer do to trick the tiger?”	Requesting				
172.	M-2/T>Ss/105	“What is trick?”	Requesting				
173.	M-2/T>Ss/109	“Okay, what is jebakan in English?”	Requesting				
174.	M-2/T>Ss/111	“So, what did the mouse deer do to trick the tiger?”	Requesting				

175.	M-2/T>Ss/112	“There are three tricks.”					Classifying
176.	M-2/T>Ss/113	“First?”	Requesting				
177.	M-2/T>Ss/114	“Found a pond with water, yes?”				Confirming	
178.	M-2/T>Ss/115	“And then mouse deer said that, a bowl of God.”	Telling				
179.	M-2/T>Ss/116	<p>“Padahal itu kubangan ya, di bilang itu kolamnya dewa, dia mengaku sebagai penjaganya.”</p> <p><i>(Even though it was a puddle, it was said to be a god's pool, and the mouse deer claimed to be the guardian of it)</i></p>	Telling				
180.	M-2/T>Ss/117	“Penjaga apa sih Bahasa Inggrisnya?”				Confirming	

181.	M-2/T>Ss/119	“Next, what happened to trick the tiger again?”	Requesting				
182.	M-2/T>S/123	“Thank you, Odi.”			Thanking		
183.	M-2/T>Ss/124	“What happened when the tiger touched the magic drum?”	Requesting				
184.	M-2/T>S/126	“Good.”			Complimenting		
185.	M-2/T>Ss/127	“And then what happened? They sting the...”	Requesting				
186.	M-2/T>Ss/129	“And what is the last trick?”	Requesting				
187.	M-2/T>Ss/131	“Okay, what is belt?”	Requesting				
188.	M-2/T>Ss/134	“Okay, so, what did the mouse deer call the belt?”	Requesting				
189.	M-2/T>Ss/135	“What’s that?”	Requesting				
190.	M-2/T>Ss/136	“The crown of the?”	Requesting				

191.	M-2/T>Ss/138	“Okay, good.”			Thanking		
192.	M-2/T>Ss/139	“And did the tiger wear it?”	Requesting				
193.	M-2/T>Ss/141	“What happened after that?”	Requesting				
194.	M-2/T>Ss/144	“What is tercekik in English?”				Confirming	
195.	M-2/T>Ss/145	“Find it in you dictionary!”	Ordering				
196.	M-2/T>Ss/146	“Find out please.”	Ordering				
197.	M-2/T>Ss/147	“Do you have kamusku?”	Requesting				
198.	M-2/T>Ss/149	“You can use it.”	Advising				
199.	M-2/T>Ss/150	“What’s that?”	Requesting				
200.	M-2/T>S/152	“Would you like to write it?”	Requesting				
201.	M-2/T>Ss/154	“It’s strangle or strangkle?”				Confirming	
202.	M-2/T>S/156	“Would you like to help me?”	Requesting				

203.	M-2/T>S/157	“That’s okay.”	Advising				
204.	M-2/T>S/158	“Thank you very much.”			Thanking		
205.	M-2/T>Ss/161	“Okay, now have you got the idea of the story, right?”				Confirming	
206.	M-2/T>Ss/162	“Ide-ide ceritanya sudah ketemu, kan?” <i>(Have you got the main idea of the story, right?)</i>				Confirming	
207.	M-2/T>Ss/164	“Okay, you have got the character, the story line and the end as the resolution.”	Telling				
208.	M-2/T>Ss/165	“Now, we are going to continue with the activity of writing.”	Telling				
209.	M-2/T>Ss/166	“Would you like to be ready with a	Requesting				

		piece of paper?"					
210.	M-2/T>Ss/168	"Okay, write down your name please."	Requesting				
211.	M-2/T>Ss/169	"Okay, first of all I would like to give you some choices of your topic."	Advising				
212.	M-2/T>Ss/170	"You can take this pictures to help you get the idea."	Advising				
213.	M-2/T>Ss/171	"Catch up?"				Confirming	
214.	M-2/T>Ss/172	"Do you understand?"	Requesting				
215.	M-2/T>Ss/173	"Yes or no?"				Confirming	
216.	M-2/T>Ss/174	"Say yes if you understand, say no if you don't understand."	Advising				
217.	M-2/T>Ss/175	"Please, be honest to me and I will translate."	Advising				
218.	M-2/T>Ss/177	"Okay, I will translate it into					Clarifying

		Indonesia.”					
219.	M-2/T>Ss/178	<p>“Saya akan memberikan beberapa pilihan, topik-topiknya, seperti yang ada pada gambar-gambar ini”</p> <p><i>(I will give several choices, topics, such as those in the pictures)</i></p>					Clarifying
220.	M-2/T>Ss/179	<p>“You can find another types of story’s idea.”</p>	Advising				
221.	M-2/T>Ss/180	<p>“Pokoknya ambil beberapa karakter.”</p> <p><i>(Just take a few characters)</i></p>					Clarifying
222.	M-2/T>Ss/181	<p>“Okay, now it’s time for you to open your mind and find out the idea of your story.”</p>	Ordering				

223.	M-2/T>Ss/182	“Which one will you choose?”	Requesting				
224.	M-2/T>Ss/183	“You can borrow this picture to make it easier for you to write.”	Advising				
225.	M-2/T>Ss/184	“You can use your dictionary to help you or you can ask me.”	Advising				
226.	M-2/T>Ss/185	“Tapi jangan pakai google translate ya, karna kalian tidak akan belajar dari itu.” <i>(But don't use google translate, because you won't learn from it.)</i>	Advising				
227.	M-2/T>Ss/187	“Ya, silakan dikerjakan.” <i>(Yes, please do it now)</i>	Ordering				
228.	M-2/T>Ss/188	“Because it's the break time, would	Requesting				

		you like to continue until your story is done?"				
229.	M-2/T>Ss/189	<p>“Bisa kita lanjutin sampai cerita kalian selesai setelah itu kalian boleh istirahat?”</p> <p><i>(Can we continue until your story is finished, after that you can take a break)</i></p>	Requesting			
230.	M-2/T>Ss/191	“Okay, come on do it.”	Ordering			
231.	M-2/T>Ss/193	“Okay for the students that have finished you may have a break.”	Telling			

No	Classification of Searle's Speech Acts (The Illocutionary Act)	Illocutionary Force	Frequency	Percentage
1.	Directive	Ordering	24	9.8%
		Requesting	118	48.6%
		Telling	29	12%
		Advising	13	5.3%
		Praying	1	0.4%
Total			185	76,1%
2.	Commissive	Refusing	1	0.4%
Total			1	0.4%
3.	Expressive	Thanking	7	2.9%
		Welcoming	4	1.6%
		Forgiving	1	0.4%
		Complimenting	7	2.9%
Total			19	7.8%
4.	Declarative	Confirming	24	9.8%
Total			24	9.8%
5.	Assertive	Classifying	3	1.2%
		Explaining	2	0.8%
		Clarifying	10	4.1%
Total			15	6.2%
Total of Illocutionary act occurrences			243	100%

