

AN UNDERGRADUATE THESIS
AN ANALYSIS OF ILLOCUTIONARY SPEECH BY THE STUDENTS OF
THE ELEVENTH GRADES AT SMAN 1 PUNGGUR

By:

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ENGLISH EDUCATION
THE FACULTY OF TEACHING AND EDUCATION STATES

INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2022 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF ILLOCUTIO]
THE ELEVENTH GR**

**EECH BY THE STUDENTS OF
SMAN 1 PUNGGUR**

**Presented as a Partial Fulfillment of the Requirements for the Degree of
Bachelor of Education (S. Pd) In English Education Department**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
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1444 H / 2022



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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF ILLOUTIONARY SPEECH BY THE STUDENTS OF THE ELEVENTH GRADE AT SMAN 1 PUNGGUR Written by Setyarini Tri Wijayanti, student number 1801071051, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, Desember 29th 2022 at 13.00 - 15.00 p.m.

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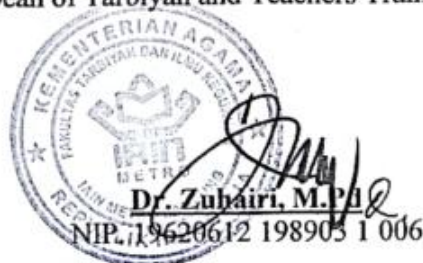
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ABSTRACT
ANALYSIS OF ILLOCUTIONARY SPEECH BY THE STUDENTS OF
ELEVENTH GRADE AT SMAN 1 PUNGGUR

By :

SETYARINI TRI WIJAYANTI

This study aims to describe the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur, and the most dominant type of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur. Type of illocutionary acts in this study consisted of five types, namely assertive, directive, expressive, commissive, declaration.

This research is a descriptive study using qualitative methods. The data in this study were obtained from observation, interviews and documentation. Data analysis techniques use qualitative descriptions.

The first research result is related to the the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur. The use of illocutionary acts on the students' speaking skill is dominated by the use of appropriate illocutionary acts. The second research result is about the most dominant type of illocutionary act. The use of illocutionary acts in the Assertive type dominates the use of other illocutionary acts types. This was because there were 51% Assertive illocutionary acts in the student's conversation.

Keywords: Illocutionary acts , Speaking Skill, Qualitative Research.

ABSTRAK

ANALISIS TINDAK TUTUR ILOKUSI YANG DI HASILKAN OLEH SISWA KELAS SEBELAS DI SMAN 1 PUNGGUR

Oleh :

SETYARINI TRI WIJAYANTI

Penelitian ini bertujuan untuk menganalisis tindak tutur ilokusi yang di hasilkan oleh siswa di dalam kelas sebelas SMAN 1 Punggur, dan jenis tindak tutur ilokusi oleh para siswa kelas sebelas di SMAN 1 Punggur. Jenis tujuan ilokusi dalam studi ini terdiri dari lima jenis, yaitu asertif, direktif, komisif, deklaratif, dan ekspresif.

Penelitian ini adalah penelitian deskriptif yang menggunakan metode kualitatif. Data dalam penelitian ini diperoleh dari pengamatan, wawancara dan dokumentasi. Teknik analisis data menggunakan deskriptif kualitatif. Hasil dari penelitian adalah terdapat 3 tipe yang di hasilkan oleh siswa dalam tindakan berbicara, yaitu: asertif, direktif, dan ekspresif.

Hasil penelitian pertama berhubungan dengan penggunaan tindak tutur ilokusi oleh siswa kelas sebelas SMAN 1 Punggur. Penggunaan ilokusi pada keterampilan berbicara siswa di dominasi oleh penggunaan ilokusi yang sesuai. Hasil penelitian kedua adalah tentan jenis tindak tutur ilokusi yang paling dominan. Penggunaan tindak tutur ilokusi dalam tipe asertif mendominasi penggunaan jenis tindak tutur ilokusi lainnya. Ini karena ada 51% tindakan ilokusi dalam percakapan siswa.

Kata kunci :Tindak Tutur Ilokusi, Kemampuan Berbicara, Penelitian Kualitatif.

STATEMENT OF RESEARCH ORIGINALITY


The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 14 December 2022

The Researcher


Setyarini Tri Wijayanti
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 14 Desember 2022

Yang Menyatakan



Setyarini Tri Wijayanti

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MOTTO

"There are two kinds of patience, patience over things you don't want, and
patience, restraint from what you want." - **Ali Bin Abi Talib**

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Mr. Suroso and my patient mother Mrs. Katiyah who always loves, prays and supports my success, because of their great sacrifice, her daughter was able to complete her studies at this campus.
2. My beloved siblings, my old brother Khusni Mabruri and Khoyinnur Huda who always support me to finished my undergraduate thesis as soon as possible.
3. My beloved friends Umi Reza Pratiwi, Lulu Sugiyanti, Dwi Ajeng Fitriana, and Zahra Nurul Fajrianti who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester.
4. My beloved Almamater of State Institute for Islamic Studies of Metro.

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In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper Prayers and Sallam may Allah send them to our Prophet Muhammad, family, friends and followers.

This under a research entitles "An Analysis of Illocutionary Speech by Student of The Eleventh Grade At SMAN 1 Punggur" could finish successfully. On this occasion the researchers would like to express their deepest gratitude to:

1. Dr. SitiNurjanah, M.Ag., as the Rector of the State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd., as The Dean of the Faculty of Tarbiyah and Teacher Training
3. Andianto, M.Pd., as the Head of English Education Department.
4. Linda Septiyana, M.Pd., as the sponsor.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Lastly, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, June 2022
Researcher



Setyarini Tri Wijayanti
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CHAPTER I

INTRODUCTION

A. Background of Research

English is a language of verbal and written communication. Communication is understanding and revealing information, thoughts, feelings, and developing technological science and culture. Adequate English communication is a requirement in modern times in view of its use as the language of international associations.

In the process of producing or communicating the language in English, it can be done both spoken and written. communication can convey information in a complete way because much of the information is not translated in writing and thus produces a quality communication product.

Speaking is a skill used to convey thoughts or ideas to someone through speaking orally. Speaking is also used as a means of communication between people in oral form. The creation of a good communication is supported by good speaking skills as well.

The benefits of mastering speaking are very important in the communication process, because by having good speaking the information conveyed is received well and clearly to the recipient. In addition, the benefits of good speaking mastery can also increase self-confidence, grow leadership skills, and make it easier to convey ideas effectively.

One of the important activities in speaking is illocutionary acts. Illocutionary acts is produced as part of social interaction. Talking about illocutionary acts s, of course cannot be separated from the speaker and addressee, but also the context of the narrative, knowledge, about the parties involved in the narrative, and the intent of the narrative. Illocutionary acts are a means of expressing thoughts and feelings. Illocutionary acts are also a component of language use.

The functions of illocutionary acts are assertive, expressive, directive, commissive, and declarations. The representative function was found in eleven utterances, the expressive function in ten utterances, the directive function in four utterances, the commissive function in four utterances and the declaration function in one utterance.

Based on the explanation above, the researcher has conducted a pre-survey to find out the problems of the students in learning English, especially in speaking skills in The eleventh grade at SMAN 1 Punggur , the researcher got data about speaking scores from the English teacher who provide archives of student assignments. The results of the pre-survey are illustrated in the following table:

Table 1
The pre-survey results
The students' Speaking Skill of the eleventh grade at SMAN 1
Punggur

No	Grade	Frequency	Percentages	Criteria
1	0-74	20 students	69%	Fair
2	75-85	6 students	21%	adequate
3	85-100	3 students	10%	Good
		29 students		

Based on the results of the pre-survey illustrated in the table above, it can be seen that the students' speaking scores are dominated by the fair passing grade. This shows that the students' speaking ability is classified as weak. In addition, in the pre-survey interview process, the researcher made observations, and interviews with the eighth grade English teacher. From the results of observations and interviews, the researcher found the illocutionary acts phenomenon in the speaking process.

Based on the explanation above, it is known that the illocutionary acts phenomenon in speaking is an important thing to research, it is because based on the results of the pre-survey, the researcher found that the quality of student speaking is strongly influenced by the illocutionary acts conditions that exist in these students. In this case, the researcher intends to examine more deeply

the phenomenon of illocutionary acts on speaking, in this case the researcher conducted a qualitative research entitled "An Analysis of Illocutionary Speech by the students of the Eleventh Grade at SMAN 1 Punggur".

B. Research Questions

The researcher sets the research questions as follows:

1. What are the use of Illocutionary Speech by students of the eleventh grade at SMAN 1 Punggur?
2. What are the most dominant type of Illocutionary Speech by students of the eleventh grade at SMAN 1 Punggur?

C. Objectives and Benefits of the research

1. Objectives of the research

The objectives of this research are as follows:

- a. To describe the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur.
- b. To analyze the most dominant type of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur.

2. Benefits of the Research

- a. For the students

This research is expected to provide benefits to students by helping them learn English, especially speaking skills. Illocutionary acts in the process of learning Englishspeaking skill, it is expected to be more motivated and directed in the learning process. This is because

in the application of illocutionary acts content in conversation, it is hoped that the students can develop their speaking quality by paying attention to the linguistic and non-linguistic basics of the English speaking process.

b. For the Teachers

This research is expected to be useful for English teachers to be able to provide an alternative discourse on the use of English teaching techniques, especially in speaking skills, through this application the teacher can know clearly about the quality of the students' English, especially speaking skills by getting an overview of the students' scores from the test that has been given by the researcher. In addition the teacher can also evaluate the effectiveness of the use of illocutionary acts in the process of learning English, especially speaking skills. Therefore the teacher can decide to implement and develop this strategy further.

c. For the Other the researcher

This research is expected to be useful for other researchers as a reference or reference for them to conduct research on the same topic, or related specifically to the use of illocutionary acts in learning speaking. Through this research, it is also hoped that other researchers are not only get information related to theories about illocutionary acts as well as about

practice steps related to how to actualize the implementation of illocutionary acts implementation in learning speaking skill.

D. Prior Research

In conducting this research, the researcher considers the prior research of previous research to take the theoretical and applicative benefits of the research. The first previous research was written by NLE Subagiasih, PK Nitiasih, IG Budasi with the research title "Analysis of illocutionary acts during speaking class at SMP PGRI 5 Denpasar"¹ The research method used by this research is Descriptive Qualitative. The research objective is this research at and analyzing the types of illocutionary acts and the functions of illocutionary acts during EFL learning in SMP PGRI 5 Denpasar. Therefore the result of the research is the result of the observation revealing that the most frequent pedagogical function of illocutionary acts used by the students and teachers at SMP PGRI 5 Denpasar was collaborative. The finding of teacher illocutionary acts used commissive type.

Both of these studies have similarities, another similarity lies in the research method. This is because both of these studies use qualitative methods. The research sample is the students of SMP PGRI 5 Denpasar. While this research has a sample of the eleventh grade at SMAN 1 Punggur.

¹ N.L.E Subagiasih, P.K. Nitiasih, I.G. Budasi. " Analysis of Speech Act During Speaking Class at Smp PGRI 5 Denpasar". English Language Education, Post Graduate Program, Ganesha University of Education, Singaraja, no 2 (2018): 6.

In conducting this research, the researcher considers the prior research of previous research to take the theoretical and applicative benefits of the research. The first previous research was written by Agus Hidayat with the title "Illocutionary acts force behind words"². The research method used by this research is Qualitative Research. The objective of the research is The goals of teaching illocutionary acts in the classroom should be directed in the rising consciousness of the students that utterances in English as a foreign language could lead to misinterpretation factors such as us idiomatic expressions and cultural norms are not functioning as appropriately the they use determine the attending meaning. Both of these studies have similarities, another similarity lies in the research method. This is because both of these studies use qualitative methods. The research sample is the students of SMP PGRI 5 Denpasar. While this research has a sample of the eleventh grade at SMAN 1 Punggur.

In conducting this research, the researcher considers the prior research of previous research to take the theoretical and applicative benefits of the research. The first previous research was written by Widiastuti with the research title Pragmatic research of illocutionary acts analysis in discussion activities for students learning speaking, the research method used by this research was descriptive qualitative. The research objective was The research aims to know the types and

²Agus Hidayat. "Speech acts force behind words", Journal of English Tadris, IAIN RadenIntanLampung, Vol 9 (1), 2016, 1-12.

functions of illocutionary acts that appear in discussion activities on speaking learning of the 3rd semester of the ATI Makassar Polytechnic.

Both of these studies have similarities, another similarity lies in the research method. This is because both of these studies use qualitative methods. The research sample is the 3rd semester of the students of Polytechnic ATI Makassar. While this research has a sample of the eleventh graders of SMAN 1 Punggur.

The next relevant research was carried out by Latifah Tri Budiasih, Andayani, Muhammad Rohmadi with the research title "Illocution on Illocutionary acts of Foreign Students in Indonesian Learning"³. The purpose of this study was to find out the Illocution on Illocutionary acts of Foreign Students in Indonesian Learning, this study used a qualitative method and the results showed that there are three data of Assertive in the form of complaining, confirming, something, and expressing opinions. Two directive illocution data are asking and pleading. Declarative illocution is not found in their study. In other words the act of Illocutionary acts of the illocution of foreign students is most often found in the act of assertive is complaining, affirmation, and opinion.

³Latifah Tri Budiasih, Andayani, Muhammad Rohmadi. "Illocution on Speech Act of Foreign Students in Indonesian Learning". *Journal of Linguistics and Education*, Eleven March University, no 6 (2), 2016, 41-48.

CHAPTER II

LITERATURE REVIEWS

A. The Concept of Speaking Skills

1. The Definition of Speaking Skills

Speaking skill is a multilevel, hierarchical skill, in which high level plans, in the form of speaker intentions, are realized through the process of formulation and articulation. Speaking skill is likely to induce anxiety reactions, especially in the learning situation⁴. Speaking skill is the ability to communicate effectively with English to communicate information verbally and in a way that the listener can understand.

Speaking is a foreign language is a very complex skill, including vocabulary, grammar, pronunciation, fluency, the ability to structure speech or even non-verbal abilities⁵. Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our ideas and thoughts in our minds.

Speaking is much more complex than this and that involves both a command of certain skills and several different types of

⁴Mirosław Pawlak, Ewa Wanick-Klimczak, Jan Majer, *Speaking And Instructed Foreign Language Acquisition*, (Canada : Multilingual Matters : 2011), 207.

⁵Mirosław Pawlak, Ewa Wanick-Klimczak, Jan Majer, *Speaking And Instructed Foreign Language Acquisition*, (Canada : Multilingual Matters : 2011), 149.

knowledge.⁶ Speaking is a productive speaking skill which when we speak we produce the text and have meaning.

Speaking is a crucial part of second language learning and teaching. It is an art of communication and one of four productive skills that must be mastered in learning foreign languages.⁷ Beside that, Scott Thornbury states that speaking is so much a part of daily life that we take it for granted. Speaking is the ability to speak in expressing an idea orally, or it can also be called an act of communication through speaking in an interaction, more precisely verbal interaction.

2. The Function of Speaking

a. Talk as Interactions

Talk as interactions refer to what we mean by conversation and describe interactions that serve primarily a social function, when people meet, they do greetings, small talk, recount recent experiences and other things that make it comfortable when interacting with others. It focuses on the speakers and how they present themselves to each other.

b. Talk as Transactions

Talk as transaction refers to a situation where the focus is on what is said or done. Talk as a transaction focus on the

⁶Scott Thornbury, *How To Teach Speaking*, (Amazon: Pearson Education ESL: 2005), 1

⁷Maryam Bahadorfar and Reza Omdivar, "Technology In Teaching Speaking Skills", *Acme International Journal of Multidisciplinary Research*, (India: University of Mysore, 2014), Vol. 2 Issue IV, p.9

information of the message. The message and making oneself understood clearly and accurately is the central focus, rather than the participant.

c. Talk as Performance

This refers to public talks. Here, the speaker transfers the information to the audience, such as classroom presentations, public announcements and speeches. It tends to be in the form of monologue rather than dialogue.

B. The Concept of Illocution Speech

1. The Definition of Illocution Speech

An illocutionary act is an action that speakers perform by speaking: offering thanks, greetings, invitations, making requests, giving orders, etc.⁸. Illocutionary acts is a conversation or communication that has a certain meaning in which the form of delivery is in the form of topic, mandate, context, and the context of the mandate. Illocutionary acts is an action, speech, or utterance to convey or express a word or sentence that is in accordance with the meaning contained in the result of social interaction.

The term illocutionary acts refers to what is done when something is said (eg requesting, stating, declaring, warning, threatening etc.). Utterances may thus be viewed as performing

⁸Paul R. Kroeger, *Analyzing meaning*. 2018. An introduction to semantics and pragmatics (textbooks in Language Sciences 5). Berlin Language Science Press. 179

specific actions as well as providing a particular 'meaning'⁹. The illocutionary acts includes illocutionary acts in the form of requests, refusals, invitations, and so on. When communicating, one must focus on what is being said so that the speaker and the addressee can understand each other.

Illocutionary acts require intention to the content of speech¹⁰. The term illocutionary acts refers to what is done when the speaker is saying something, when the speaker is saying a command sentence. For example: "please get me a drink". From the command sentence, the imperative form has the intention that the listener responds in the form of an action or deed with what the speaker is asking for.

Illocutionary acts is taken as a generic term for any sort of language use, oral or otherwise. Illocutionary acts, whatever the medium of their articulation, fall under the broad category of intentional acts, and hence are part of the theory of action.¹¹ Illocutionary acts theory begins with the assumption of communication of several types of actions such as questions, statements, describing or others.

⁹Ronald Carter And Paul Simpson, Language, Discourse And Literature An Introductory Reader In Discourse Stylistics, 2005, 288

¹⁰Stephen J. Barker, Renewing The Meaning Of A Speech-Act Theoretic Approach, 2004,19

¹¹Phyllis Kaburise, Speech Act Theory and Communication: A Univen Research, 2011, 69

2. Type of Illocution Speech

There are five types of illocutionary acts that receive special attention, as follows:

- a. Assertive speech is a illocutionary acts that binds the speaker to the truth of what is said, with the aim of saying. For example say/state, report, mention.
- b. Commissive illocutionary acts is a illocutionary acts conveyed by the speaker to convince the speech partner. For example: promises, pledges, threats, vows.
- c. Directive illocutionary acts is a type of illocutionary acts used by speakers to tell other people to do something. for example: commands, requests, challenges, invitations, entreaties, dares.
- d. Declarations illocutionary acts is a illocutionary acts carried out by the speaker with the intention of creating new things (status, circumstances, and so on). For example: deciding, canceling, apologizing, declaring mysteries.
- e. Expressive illocutionary acts is a illocutionary acts that involves feelings and attitudes. For example: greetings, apologies, congratulations, condolences, thanks givings.

Some of the illocutionary acts include representative illocutionary acts, commissives, directives, declarations, expressives, and verifications. Representative is a illocutionary acts

in which the speaker tells the truth about what he says. For example: "father can always be relied on".

Commissive is a illocutionary acts in which the speaker performs everything stated in his utterance, for example promising, swearing, threatening. For example, "I am able to carry out the duties of the father". Declarative is a illocutionary acts where the speaker intends to create something new, what is meant by this speech is speech with the intention of deciding, canceling, forbidding, forgiving. for example: "grandmother doesn't come here".

Expressive is a illocutionary acts intended for the speaker so that his speech is interpreted as an evaluation including saying thank you, congratulations, criticizing, blaming. For example: "Your clothes are very nice"

3. Characteristics of Illocution Speech

- a. Indirect illocutionary acts violates at least one maxim of the cooperative principle.
- b. The literal meaning of the locution of an indirect illocutionary acts differs from its intended meaning.
- c. Hearers and readers identify indirect illocutionary acts by noticing that an utterance has characteristic (it violates a maxim) and by assuming that the interlocutor is following the cooperative principle.

- d. As soon as hearers and readers have identified an indirect illocutionary acts, they identify its intended meaning with the help of knowledge of the context and of the world.¹²

4. Components of Illocution Speech

Every illocutionary acts has several components, two of which directly concern us here: the utterance itself and the intention of the speaker in making it.

- a. First, every utterance is represented by a sentence with a grammatical structure and a linguistic meaning; this is the locution.
- b. Second, the speakers who had the intention of making speech and what they wanted to accomplish were called illocution.
- c. A third component of a illocutionary acts -one we are not discuss at length-is the effect of the act on the hearer; this is the perlocution, or the "uptake."¹³

In a illocutionary acts component that is of concern is the way of pronunciation and intonation of the speaker, that each intonation of the speaker that each utterance has its own particular relevance. If the speakers do not know the context, grammatical, appropriate intonation structure, they do also not know the meaning of the utterance conveyed.

¹²Edward Finegan, Language Its Structure And Use 2008,2004,290

¹³Edward Finegan, Language Its Structure And Use 2008,2004,284

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

A qualitative research may for example share data recordings and transcripts in what is often referred to as a data session, which is a group-based analysis gathering where multiple analysts provide their own perspectives to the transcript or phenomena under investigation¹⁴. Qualitative research is used to examine scientific objects. This research starts from field data and uses existing theories as support.

The definition of qualitative is also a descriptive research method, the data collected is in the form of words or pictures, therefore it does not emphasize a number. This research is classified as a case study research because to find out the use of illocutionary acts in speaking skills the researcher visited SMAN 1 Punggur to find out this phenomenon.

The case research is a research of some phenomenon broader than the unit under investigation.¹⁵ A case research is a process of investigation or examination, in depth and detail on a particular or special event that is currently or has occurred. Another opinion regarding the case research is a research strategy, which investigates a

¹⁴Uwe flick, *The SAGE Handbook of Qualitative Data Collection*, 122

¹⁵John Gerring, *Case Research Research PRINCIPLES AND PRACTICES*, 2007, 85

phenomenon in a real-life setting. In case research research, both qualitative and quantitative evidence can be used.

The characteristic in this research focuses on the descriptive qualitative research. Descriptive Qualitative research take context and cases seriously for understanding an issue under research. A bigger part of the current qualitative research is based on case studies or a series of case studies, and often the case (its history and complexity) is an important context for understanding the issue that is being studied.¹⁶In the characteristics of this research, it focuses on qualitative descriptive, the objective of research using qualitative descriptive is to describe or explain and answer in detail about the research being conducted. In this type of qualitative descriptive research, it requires a description or description of the phenomenon under investigation.

In line with the explanation above, the objective of this research to know the use of Illocutionary Speech in speaking skills at SMAN 1 Punggur.

B. Data Sources

In this research the researcher divides the sources into two items. They are primary and secondary sources.

¹⁶Uweflickt, The SAGE Handbook of Qualitative Data Collection, 6

1. Primary Sources

Primary sources are original accounts on which exploration is grounded. They are evidence or direct substantiation concerning a content under consideration. The primary sources of presenting information in its original form are not interpreted or evaluated by other researchers. The main sources of this research are ten archives of student assignments in the form of recordings of the students' speaking skills in the form of dialogue, which were carried out by the eighth grade students at SMAN 1 Punggur.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often use them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from the research setting documentation, journals, e-books and articles that are related to the research.

C. Data Collection Techniques

Two key issues in selecting and using data collection methods are the relationship between your research questions and data collection methods, and the joint use of different methods, often termed 'triangulation'.¹⁷ The data collection is a procedure of accumulating and making sure records on variables of interest, in a

¹⁷Uweflickt, The SAGE Handbook of Qualitative Data Collection, 27

scientific manner that lets in one to reply to questions of assessments done, hypothetical assessments, and check of results. The researcher used documents to collect the data. The researcher took documents from ten archives of student assignments in the form of speaking skills done by the eleventh grade at SMAN 1 Punggur.

In this research, the researcher uses three techniques to collect the data. There are observations, interview, and documentation.

1. Observation

Observation the process of gathering open-ended, firsthand information by observing people and places at a research site. In this research, the researcher collected data in the form of ten recordings of student dialogue in English by asking for an assignment archive from the English teacher. The data was observed by the researcher to get answers from the research objectives.

2. Interview

An interview is a meeting between two people where they share information or ideas through questions and responses and can be summarized to conclusions or meaning in a particular issue. An interview is usually a live conversation between a researcher and a participant that involves an exchange of information to the interviewer. The interview aims to record the opinions, feelings, emotions and other matters that relate to the

individuals within the organization. By conducting interviews, the researcher can gain more data so that the researcher can search through the language and expressions of those interviewed and clarify the unknown. The researcher used as free interview manuals because to avoid discussions that stray from the problems that should be studied. Questions to be asked are prepared in advance, directed on the topic to be done, for interview. In this case, the researcher would ask questions about the student's speaking.

3. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is lay out in writing all activities and facts relating to an adult. The instruments which were used for documentation of the Technique are books, magazines, notes, data from the internet, journals and others. The researches uses the documentation technique to get some information about:

- a. The history of SMAN 1 Punggur.
- b. The condition of teachers and officials employees in SMAN 1 Punggur.
- c. Building Conditions and School Facilities.
- d. The quantity of the students of SMAN 1 Punggur.
- e. Organizational structure of SMAN 1 Punggur.

D. Data Analysis Techniques

The important part in research research is analyzing data. Data analysis is an important step in obtaining research results, because the result becomes a conclusion from all of the research. Analysis of knowledge means researching the tabulated material so as to work out character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the objective of interpretation.

The researcher applied the Miles and Huberman model to analyze the data. The components of this analysis model are illustrated by this figure.

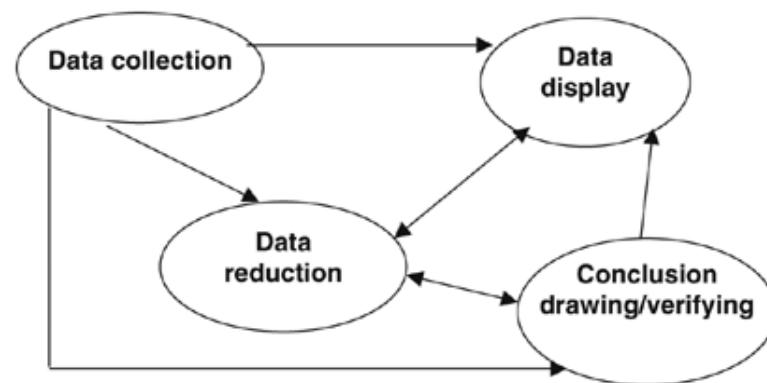


Figure 1 Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection was the step when the researcher gathered all data used to complete the research.

- 2) The researcher reduced the data gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually used graphics, figures or charts. The display was able to describe the content throughout the data.
- 4) Finally, the researcher verified his research by making a conclusion of the data findings.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that includes in; to make the full meaning of the data, to test null hypotheses, to get the significant results, to describe inferences or to make generalizations, and to calculate parameters.

In this research, the researcher collected data in the form of ten recordings of student dialogue in English by asking for an assignment file from the English teacher and conducting interviews with teachers and students to complete the research data. After that, the researcher sorted the data by concentrating on the research objectives using research instruments in the form of observation sheets, interview sheets and documentation sheets. with the use of tables. After that, the researcher concluded the results of the research related to the use of illocutionary acts in student action to answer the research objectives.

CHAPTER IV

RESULTS OF THE RESEARCH AND DISCUSSION

A. Result Of The Research

1. Profile of SMAN 1 Punggur

a. The Historical Background of SMA N 1 Punggur

SMAN 1 Punggur is one of the high schools in Nunggalrejo, Punggur, Central Lampung. SMA Negeri 1 Punggur began to accept new students based on the head of the Education Department and the head of tourism, Art and Culture department's decision of Lampung Tengah Regency, number: 420/003/05/D.8/2003 in March 17 , 2003 Thus, the learning-teaching activity of SMA Negeri 1 Punggur was begun in the academic year 2003/2004.

In its first existence, the management and development of SMA Negeri 1 Punggur was implemented by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, MM) because SMA Negeri 1 Punggur had no teachers and staff yet. Therefore, the Head of SMA Negeri 1 Kotagajah assigned the Vice Head of SMA Negeri 1 41 Kotagajah (Drs. Sontang Simanjuntak) to manage SMA Negeri 1 Punggur.

b. The vision and mission of SMAN 1 Punggur

1) Visions

God-fearing, educated, and virtuous. Indicators:

- a) Excellent in belief and God-fearing.

- b) Excellent in knowledge and technology mastery.
- c) Excellent in attainment of final examination score.
- d) Being able to compete in the selection of new students in college.
- e) Active in teen science work activity.
- f) Perceptive.
- g) Excellent in sports performance.

2) Missions

- a) Molding the students who have fearing against God.
- b) Creating the innovative, fun and creative learning activity.
- c) Molding the students who have knowledge and skills.
- d) Preparing for the students to go on to the next level of education.
- e) Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

**c. The Conditions of the Teachers and Official Employees of SMAN
1 Punggur**

Table 2

The Conditions of the Teachers and Official Employees of SMAN

1 Punggur

NO	Name	Positions
1	DidiNuryadi, S.pd	Headmasters
2	Drs. Sumali, M.Pd.	Counseling XII
3	Drs. Haryanto	Sociology
4	Drs. Taufik Ismail, M.Pd.	history
5	Imam NazarNuri, S.Ag	Islam
6	Drs. Tri Hartoto, M.Pd.	history
7	dr. Halima	Counseling XI
8	Drs. Suparno	history
9	dr. Ade NaniSuryani	B. Indonesia
10	dr. Maizarni	Counseling X
11	Hasan Mahmud, S.Pd	Mathematics
12	Drs. HerySubagiyo	Geography
13	Harnanto, S.Pd.	Mathematics
14	Meridawati, S.Pd	B. Indonesia
15	Drs. BejanSantoso	B. Indonesia
16	Drs. SB. Purwanto	Sport/Vis Headmasters

17	dr. TutiSupriyati	biology
18	Purwati, S.Pd.	Economy/ Accountancy
19	Karmidi, S.Pd.	biology
20	dr. Triassic saminar	biology
21	Drs. Indra Jaya	PPKN
22	TitinSumiarti, S.Pd	art
23	Elva YuliSusanti, S.Sos.	Sociology
24	NotoMargianto, S.Pd.	Mathematics
25	Suradi, S.E.MM.	Economy/ Accountancy
26	PeniAsih, S.Pd	English
27	NurulEkawati, S.Pdi.	Islam
28	HendroBudoyo, S.Pd.	Physics
29	AprilianiDwiKurniasih, S.Pd.	English
30	Megawati Ciptaning, S.Si.	Chemistry
31	Patimah, S.Pd.	Economy/ Accountancy
32	Zulhana, S.Pd.	biology
33	EnikWindayanti, S.Pd.	Chemistry
34	TitinSuriati, S. Sos	Sociology
35	Tri Wahyuningsih, S.Si	Mathematics
36	MustikaHelina, S.Pd.	PPKN
37	Sri Lestari, S.Pd.	B. Indonesia

38	RiniSulistyowati, SE	Geography
39	Suprapti, S.Pd.	B. Indonesia
40	ImanAbiwooro, S.Si.	Chemistry
41	dr. LiliyiFirniss	history
42	BdiSantoso, S.Pd.	Economy/ Accountancy
43	RantinitaSaputra, S.Pd.	Libraries
44	DelianaWardani, S.Pd.	English
45	Sri Sulistiowati, SPd	history
46	Budi Hardiantoro, S.Si.	Physics
47	ArieAlfiaAristha, S.Pd.	English
48	Drs. Tuginin	B. Indonesia
49	PendiHartanto, S.Pd.	Geography
50	Prastiwi, S.Pd.	Arabic
51	NanangSetiawan, S.Pd.	Sport
52	MuslimatunNisa, S.Sc	Mathematics
53	EniHandayani, St.	Physics
54	BayuSedyokoWidiarto. S.Pd.	Sport
55	YuniEkaWati, S.Si.	Chemistry
56	NovitaNugrahaningWidi, SE.	economy
57	LilisSuryani, S. Sos.	Sociology
58	Sri Endah M, SPd.	economy
59	SaniArisDuati, S.Pd	Physics

60	RetnoDwiHastuti, S.Si	Mathematics
61	HerliniVeronika, S.Sos	Sociology
62	LusyMarlina, S.Sc	Chemistry
63	AniRahmawati, S. Kom	ICT
64	HeroyogiSulendra, S. Kom	ICT
65	RissaFitria Sari, S.Pd.	biology
66	LiskaOktaviana, S.IP.	Lampung culture
67	Diamond PermataKesuma, S.Pd.	Libraries
68	NI PutuYuliWiraningsih,	Hinduism

d. The quantity of students at SMAN 1 Punggur

The students' quantity at SMAN 1 Punggur is that which can be seen in the figure below:

Table 3

The quantity of students at SMAN 1 Punggur

No	Research Program	ClassX		ClassXI		ClassXII		Total
		M	F	M	F	M	F	
1	General	-	-	-	-	-	-	-
2	Language	-	-	-	-	-	-	-
3	Science	46	103	40	119	36	108	452
4	Social	73	75	52	50	52	70	372
Total		119	178	92	169	88	178	824
		297		261		266		

e. The Condition of Infrastructure Facilities at SMAN 1 Punggur

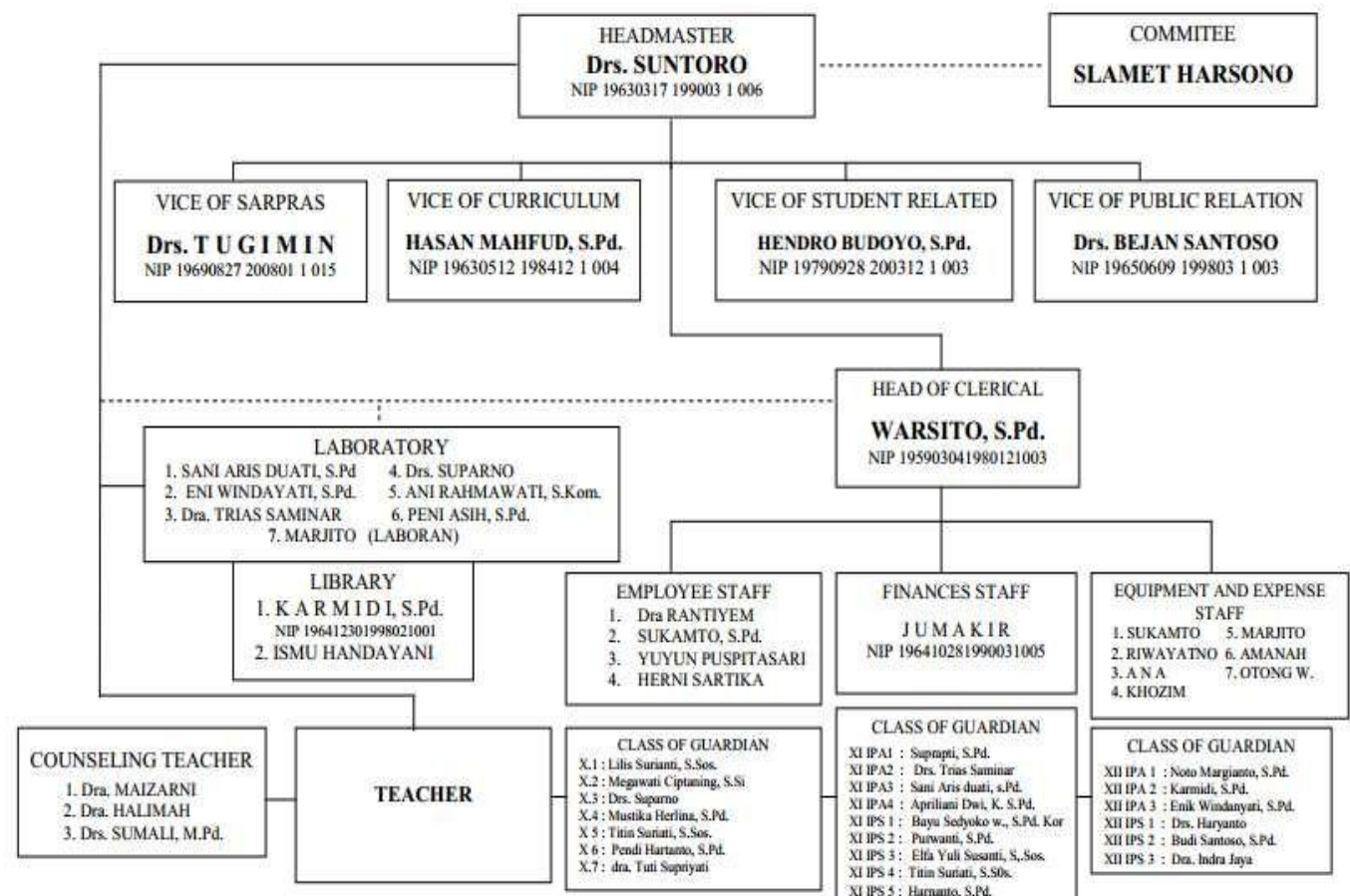
Table 4

**The Condition of Infrastructure Facilities at SMAN
1 Punggur**

No	Buildings	Total	Condition
1	Class	26	good
2	Physics Lab	1	good
3	Biology Lab	1	good
4	Chemistry Lab	1	good
5	Language Lab	1	good
6	Sociallab	1	good
7	Libraries	1	good
8	Infirmary Room	1	good
9	Computerroom	1	good
10	Cooperative Store	1	good
11	Counseling Rooms	1	good
12	Headmaster Room	1	good
13	Teachers Room	1	good
14	Clerical Room	1	good
15	Student Council Room	1	good
16	Teacher Rest Room	4	good
17	Student Rest Room	5	good
18	Green House	1	good

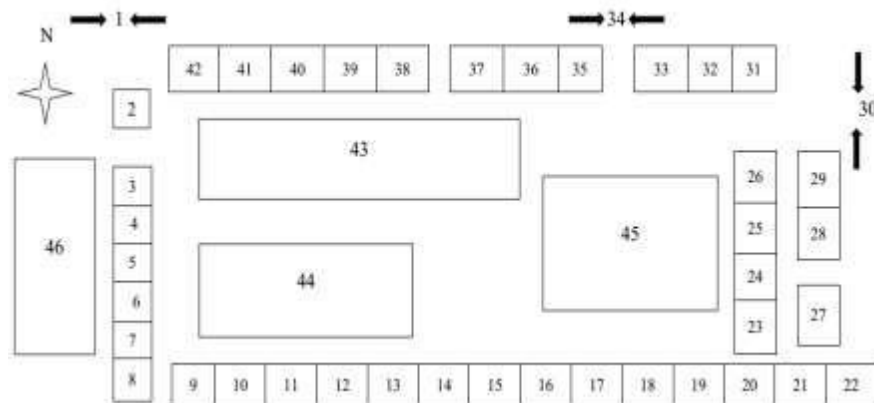
e. Organization Structure of SMA Negeri 1 Punggur

figure 2 of Organization Structure of SMA Negeri 1 Punggur



f. The sketch location of SMA Negeri 1 Punggur

Figure 3 sketch location of SMA Negeri 1 Punggur



Note:

- | | |
|----------------------------|--------------------------|
| 1 : Gate | 24 :XI Science 3 |
| 2 : Computers Room | 25 :XI Science 4 |
| 3 : Clerical Room | 26 :XIIPA 5 |
| 4 : Guest Rooms | 27 :Student Council Room |
| 5 : Headmasters Room | 28 :Language Lab |
| 6 : WAKA Room | 29 :Biology Lab |
| 7 : Counseling Rooms | 30 :Gate |
| 8 : Chemistry lab/XI IPS 1 | 31 :Physics Lab |
| 9 : Libraries | 32 :XIPA 5 |
| 10 : XIIPS 2 | 33 :X Science 4 |
| 11 : XIIPS 3 | 34 :Gate |
| 12 : XIIPS 4 | 35 :X Science 3 |
| 13 : XIIPS 1 | 36 :XIPA 2 |
| 14 : XIIPS 2 | 37 :XScience 1 |
| 15 : XIIPS 3 | 38 :Student Rest Room |
| 16 : XIIPS 4 | 39 :XIPS 4 |
| 17 : XIIScience 1 | 40 :XIPS 3 |

2. The Description of Research Results

The description of this research reviews the results of research to answer the achievement of the research objective to describe the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur; and to analyze the most dominant type of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur.

a. The Use Of Illocutionary acts In Speaking Skills Of The Eleventh Grade At SMAN 1 Punggur

In collecting data related to the use of illocutionary acts on speaking skills the students examined 14 English conversations conducted by the eleventh graders of SMAN 1 Punggur. The explanation regarding the use of illocutionary acts in speaking skill is explained in the following explanation:

1) The Appropriate Use of Illocutionary acts in Speaking Skills

Based on the results of the research, the researcher found that there was an appropriate use of illocutionary acts in the assertive, directive, and expressive types. There are 18 appropriate uses of assertives, 1 appropriate use of directives, and 14 appropriate expressive uses. Therefore, a total of 33 appropriate illocutionary acts uses are appropriate.

a) Assertive

Based on the results of observations of 14 conversations in English conducted by 28 students, the researchers found that there were 18 uses of appropriate illocutionary acts in the

assertive type. Conversational data showing the use of the assertive type is shown in the following conversation script:

Whats your name?

My name is Azizah Arum

In this conversation the correct use of assertive is shown in the sentence My name is Azizah Arum. This is because the students are able to respond to questions about extracting name information correctly by conveying the fact that her name is Azizah Arum.

where are you going?

I want to go to market

In this conversation, the use of the appropriate type of assertiveness is shown in the sentence I want to go to the market. This is because students are able to respond to questions about extracting interrogative sentences correctly by conveying the fact that they want to go to the market.

b) Directives

Based on the results of observations of 14 conversations in English conducted by 28 students, the researchers found that there was an appropriate use of illocutionary acts in the Directive type of 1 usage. The conversation data that shows the use of the Directive type is shown in the following conversation script:

In this conversation, the use of the appropriate type of assertiveness is shown in the sentence I want to go to the market. This is because students are able to respond to questions about extracting interrogative sentences correctly by conveying the fact that they want to go to the market.

c) Expressive

Based on the results of observations of 14 conversations in English conducted by 28 students, the researcher found that there were 14 uses of appropriate illocutionary acts in the Expressive type. The conversation data that shows the use of the Directive type is shown in the following conversation script::

nice to meet you Dita

nice to meet you too Arum

In this conversation the use of the right expressive type is shown in the nice to meet you too Arum sentence. This is because the students are able to respond to the correct parting sentences by conveying the fact that they want to also express the parting sentences.

Hello zazcia

Hello dina

In this conversation the use of the correct expressive type is shown in the sentence string hello Dina. This is because the students are able to respond to the greeting sentence

appropriately by conveying the fact that they want to also express the greeting sentence with the other person.

2) The Inappropriate Use of Illocutionary acts in Speaking Skills

Based on the results of the research, the researcher found that there were 2 inappropriate uses of illocutionary acts. The inappropriate use consists of 1 inappropriate use of a illocutionary acts in the Directive type, and 1 inappropriate use in the Expressive type. The research data shows the inaccuracy of illocutionary acts on the students' speaking skills is shown in the following data

a) Directive

Based on the results of observations of student conversations, it is known that the researcher found 1 inappropriate use of the Directive type. The research data that shows these inaccuracies include:

Kurnia : hey I just want to let you know that you are invited to nurul's wedding.

Diandra : Why did I think she was married to John?

Inappropriate use of illocutionary acts in the Directive type is shown in the usage of sentences *Why what I thought she was married to john?*

This is classified as inappropriate use because the answer from Diandra is not correct with the wedding invitation

conveyed by Kurnia. The thread of the conversation should have been expressed in the following way: Ok, thank you for the information, I will definitely come to Nurul's wedding.

b) Expressive

Based on the results of observations of student conversation, it is known that the researcher found 1 inappropriate use of the Expressive type. The research data that shows these inaccuracies include:

Kamasaka : Be good better tell our teacher that we are coming late because of the traffic I hope we will not miss the first lesson

Johannes: Let's call it

Inappropriate use of illocutionary acts in the Directive type is shown in the sentence *lets call it* this usage is classified as inappropriate use because John's answer is not right with an idea conveyed by Kamasaka. The thread of the conversation should be expressed in a way: That's a good idea Kamasaka, let's try it.

Table 5
The Use of Illocution Speech in Speaking Skill

No	Types of Illocutionary acts	Appropriate	Inappropriate
1.	Assertive	18%	
2.	Directives	1%	1%
3.	Expressive	14%	1%
	Total	33%	2%

b. The most dominant of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur

In collecting data related to illocutionary acts in the students' speaking skill the researcher collected archives of conversations in English for the eleventh graders of SMAN 1 Punggur. The number of students who carried out the conversation was 28 students so there were 14 recorded conversations. After collecting data in the form of recordings of student conversations in English, the researcher reduced the data by observing the conversation script by writing the conversation script. After that, the researcher reduced the script data of the conversation by classifying it according to the type of illocutionary acts . From the results of sorting the data it is known that there were 35 illocutionary acts in student conversations. The explanation of each type of illocutionary acts is explained in the following description:

1) Assertive

Based on 14 conversations in English conducted by the eleventh graders, it is known that there were 18 illocutionary acts of the Assertive type. The conversation data that shows the Assertive type is described below:

a) Conversation conducted by Arum and Dita

Based on the results of observations on the conversation conducted by Dita and Arum, it was found that there was an Assertive type which was shown in the following conversation script:

Dita: what is your name?

Arum: my name is Azizah Arum

The conversation is classified as assertive because there is a process for conveying information related to the speaker's name. This can be seen from Arum's efforts to inform Dita that her name is Arum after being asked the question "What's your name".

b) Conversation conducted by Okta and Citra

Based on the results of observations on conversations conducted by Okta and Citra, it was found that there was an Assertive type which was shown in the following conversation script:

Okta : What do you think of my dress? Do you like?

image :Ok well yes but it will be more elegant if you wear a long black dress.

The conversation belongs to the assertive type because there is a process for conveying information related to the clothes Okta is wearing. This can be seen from Citra's efforts to inform Okta about the dress Okta is wearing by asking "what do you think of my dress? Do you like?".

c) Conversation conducted by Cesil and Veronica

Based on the results of observations on conversations conducted by Cesil and Veronica, it was found that there was an Assertive type which was shown in the following conversation script:

Vero : can you give me an opinion about my sculpture?

Cecil :Sure I think you should have had fixed the hand

The conversation belongs to the assertive type because there is a process for conveying information related to the speaker's suggestions. This can be seen from Cesil's efforts to inform Vero about the sculpture he made by asking the question "can you give me an opinion about my sculpture?"

2) Directives

Based on 14 conversations in English conducted by the eleventh graders, it is known that there were 2 illocutionary acts of the

Directive type. The conversation data that shows the type of Directive is described as follows:

a) Conversation conducted by Arum and Dita

Based on the results of observations on the conversation conducted by Arum and Dita, it was found that there was a Directive type shown in the following conversation script:

Ditta : I want to go to market

Arum : Be careful on the road

The conversation belongs to the Directive type because there is a process for ordering something related to the speaker's suggestion. This can be seen from Arum's efforts to instruct Dita by giving the order "Be careful on the road".

b) Conversation conducted by Kurnia and Diandra

Based on the results of observations on the conversation conducted by Kurnia & Diandra, it was found that there was a Directive type shown in the following conversation script:

Kurnia : I'm great, hey I just want to let you know that you are invited to Nurul's wedding.

Diandra : why, what I thought she was married to join.

The conversation belongs to the Directive type because there is a process to invite something related to the speaker's invitation. This can be seen from Kurnia's efforts to invite Diandra by

giving an invitation "hey, I just wanted to let you know that you are invited to Nurul's wedding."

3) Expressive

Based on 14 conversations in English conducted by the eleventh graders, it is known that there were 15 illocutionary acts of the Expressive type. The conversation data that shows the Expressive type is described as follows:

a) Conversation conducted by Zazcia and Dina

Based on the results of observations on the conversation conducted by Zazcia and Dina, it was found that there was an Expressive type which was shown in the following conversation script:

Dina : can I borrow a newspaper?

*Zazcia : im sorry din the newspaper is being read by my
father*

The conversation belongs to the Expressive type because there is a process for apologizing for something related to the speaker's question. This can be seen from Zazcia's attempt to apologize to Dina by giving the sentence "im sorry din the newspaper is being read by my father".

b) Conversation conducted by Kurnia and Diandra

Based on the results of observations on conversations conducted by Kurnia and Diandra, it was found that there

was an Expressive type which was shown in the following conversation script:

Kurnia : hi diandra how are you?

Diandra : I'm good how about you?

The conversation belongs to the Expressive type because there is a process of greeting and asking news related to the speaker's question. This can be seen from Kurnia's efforts to greet Diandra with the sentence "hi petter how are you?".

c) Conversation conducted by Okta and Citra

Based on the results of observations on conversations conducted by Kurnia and Diandra, it was found that there was an Expressive type which was shown in the following conversation script:

Okta : hello Citra

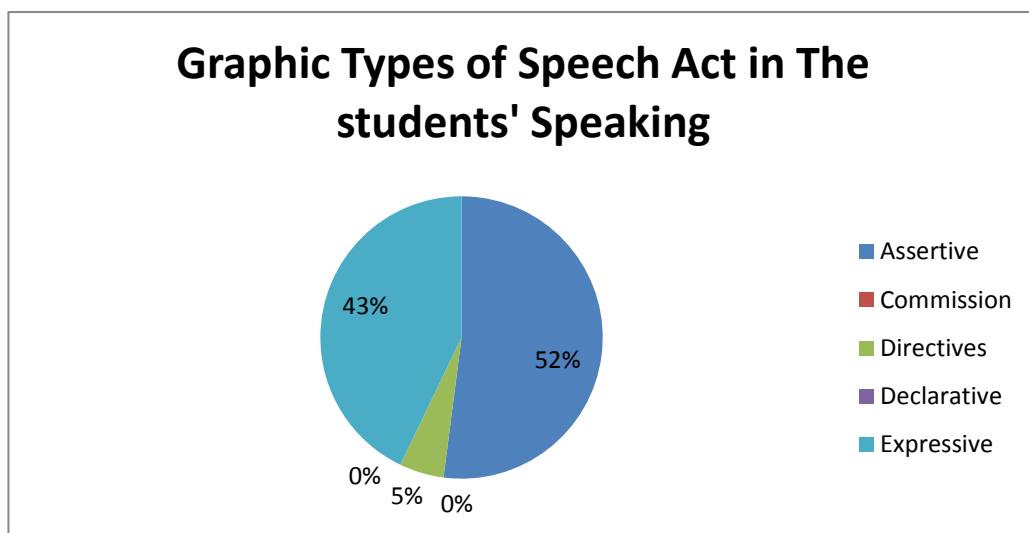
Citra : hello Okta

The conversation belongs to the Expressive type because there is a process of greeting a dialogue related to the speaker's question. This can be seen from Okta's attempt to greet Citra with the sentence "hello Octa."

Table 6**Types of Illocutionary acts in The students' Speaking**

No	Types of illocutionary acts	Frequency	Percentages
1.	Assertive	18	51%
2.	Commission	-	
3.	Directives	2	5%
4.	Declarative	-	
5.	Expressive	15	42%
	Total	35	

Figure 4 Graphic Types Of Illocutionary acts in the Students Speaking



Based on the illustration, it is known that there are only 3 types of illocutionary acts on students' speaking skills, namely Assertive type as much as 18 or 51%, Directive type as much as 2 or 5% and Expressive type as much as 15 or 42%. This shows that the types that often appear are Assertive and Expressive types. In other words, the Directive type is rarely used, while the Declarative and Commission types are not used by students in speaking skills.

B. Discussions

The discussion of this research is related to the explanation of the research results. The first result is related to the the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur. The use is focused on appropriate and inappropriate use. From the research results it is known that the use of the right illocutionary acts consists of 18 (51%) uses of the right type of Assertive, 1(5%) use of the right type of Directive, and 14 (42%) uses of the right type of Expressive. In other words, there are 33% appropriate illocutionary acts uses. In addition, based on the research results, it is known that there is 1 (5%) inappropriate use of the Directive type, and 1 (5%) inappropriate use of the Expressive type. In other words, it is known that there are 2 inappropriate uses of illocutionary acts. Based on this explanation, it can be concluded that the use of illocutionary acts on the students' speaking skill is dominated by the use of appropriate illocutionary acts.

The second result is about the most dominant type of illocutionary act. Based on the results of observations of 14 conversations conducted by 28 students, it was found that there were 18 (51%) uses of the Assertive type, 2 (5%) used the Directive type, and 15 (42%) used the Expressive type. In other words, it was found that there were 51% or 18 use of the Assertive type, 5% or 2 use of the Directive type, and 42% or 15 use of the Expressive type. This shows that the use of illocutionary acts in the Assertive type dominates the

use of other illocutionary acts types. This was because there were 51% Assertive illocutionary acts in the student's conversation.

This research results are related to this research is relevant to several previous studies, because the results of research conducted by NLE Subagiasih, pk Nitiasih, IG Budisari show that the students also use illocutionary acts in the speaking process with the dominant type of Commissionive¹⁸. The use of illocutionary acts on the students' speaking skill shows that students as language learners, especially those related to speaking skills, have tried to use statements in accordance with the conversation, namely those related to Assertive, Commissive, Directive, Declarative, and Expressive .

This research is also closely related to the results of Agus Hidayat's research because the results of his research show that the students also use illocutionary acts in the speaking process to achieve communication goals.

¹⁸Subagiasih NLE, PK Nitiasih, IG Budasi. "Analysis Of Speech Acts During Speaking Class At SmpPgri 5 Denpasar". English Language Education, Post Graduate Program, Ganesha University Of Education, Singaraja, No 2 (2018): 6.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research refers to the explanation of the research results. The results of the research about the the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur Based on the results of observations it was fond that there were 18 or 51% use of the Assertive type, 2 or 5% of the Directive type, and 15 or 42% of the Expressive type. Therefore it is concluded that the most dominant the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur is of the Assertive type.

The first result is related to the the use of Illocutionary Speech by the students of the eleventh grade at SMAN 1 Punggur. The use of the right illocutionary acts consists of 18 (51%) uses of the right type of Assertive, 1 (5%) use of the right type of Directive, and 14 (42%) uses of the right type of Expressive. In the other words, there are 33% appropriate illocutionary acts uses. In addition, based on the research results, it is known that there is 1 (5%) inappropriate use of the Directive type, and 1 (5%) inappropriate use of the Expressive type. In other words, it is known that there are 2 (5%) inappropriate uses of illocutionary acts. Based on this explanation, it can be concluded that the use of illocutionary acts on the students' speaking skill is dominated by the use of appropriate illocutionary acts.

The second result is about the most dominant type of illocutionary act. Based on the results of observations of 14 conversations conducted by 28 students, it was found that there were 18 (51%) uses of the Assertive type, 2 (5%) used the Directive type, and 15 (42%) used the Expressive type. In other words, it was found that there were 51% or 18 use of the Assertive type, 5% or 2 use the Directive type, and 42% or 15 use the Expressive type. This shows that the use of illocutionary acts in the Assertive type dominates the use of other illocutionary acts types. This was because there were 51% or 18 Assertive illocutionary acts in the student's conversation.

B. Suggestion

The researcher provides suggestions for the students, teachers, and school principals which are explained in the following elaboration.

1. For the students

It is suggested for the students to further develop their English speaking skills by increasing the intensity of speaking practice. In addition, students can develop topics of conversation with more varied theme content so that more illocutionary acts content is used. By using illocutionary acts in the speaking process, the conversation process will be more varied to convey communication goals.

2. For the teachers

It is suggested for teachers to motivate students more in the process of speaking English by giving assignments and opportunities for students

to speak English. In addition, the teacher can give speaking practice assignments that contain a wide selection of speaking topics so that the illocutionary acts content can be applied in the speaking process by the students so that the students can speak according to the right communication goals.

3. For the headmaster

To school principals to support the process of learning English especially those related to speaking skills by not only providing support for infrastructure and learning strategy training but also providing the creation of an environment that implements the application of speaking English actively, especially in English lessons.

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APPENDICES

Appendices 1 Blueprints of Documentation

Blueprints of Documentation

No	Aspect
1	Profile Of SMAN 1 PUNGGUR
2	The Building Conditions And Facilities In SMAN 1 PUNGGUR
3	The Quantify Of The Students At SMAN 1 PUNGGUR
4	Organizational Structure Of SMAN 1 PUNGGUR
5	Location Sketch
6	Student Conversation Document

Appendices 2 Blueprint of Observation

The Use Of Illocutionary acts In Speaking

Blueprint of Observation

The use of illocutionary acts in speaking

No	Aspect	Sub Aspect	References
1.	The most dominant illocutionary acts produced by the students	1. Assertive illocutionary acts is a illocutionary acts that binds the speaker to the truth of what is said, with the aim of saying. For example: say, report, mention.	Phyllis Kaburise, Illocutionary acts Theory and Communication: A Univen Research, 2011,69.

	<p>2. Commissive illocutionary acts is a illocutionary acts conveyed by the speaker to convince the speech partner. For example: promises, pledges, threats, vows.</p>	
	<p>3. Directive illocutionary acts is a type of illocutionary acts used by speakers to tell other people to do something. For example: commands, requests, challenges, invitations, dares.</p>	
	<p>4. Declarations illocutionary acts is a illocutionary acts carried out by the speaker with the intention of creating new things (status, circumstances, and so on). For example: deciding,</p>	

		canceling, apologizing.	
		5. Expressive illocutionary acts is a illocutionary acts that involve feelings and attitudes. For example: greetings, apologies, congratulations, thanksgivings.	
2.	The causes of using the most dominant illocutionary acts	<p>1. Assertive illocutionary acts is used to bind the speaker to the truth of what is said, with the aim of saying. For example: say, report, mention.</p> <p>In the use of the assertive illocutionary acts divides again into five types categories:</p> <ul style="list-style-type: none"> a. asserting b. reporting c. explaining 	<p>Akbar Ghifari Abdullah Muhammad, "Assertive Illocutionary Research Of British And Korean In Korean Englishman Youtube Channel".</p> <p>Journal Of English Teaching And Applied Linguistics, Vol 7 No.2 (2021): 65-80.</p>

		<p>d. suggest</p> <p>e. refusing</p> <p>Assertive is the most dominant act by Beckham and Heung-Min in the interview. Asserting is defined as an act of stating the right information and facts.</p> <p>Reporting is one of the types of assertive illocutionary acts that have the objective of informing someone about something that has been done.</p> <p>Explaining is described as telling somebody about something in detail in a way that is easy to understand.</p> <p>Suggesting as an act of giving choice to the addressee. In this act, the</p>	
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		addresser gives an idea or proposition to be considered by the address.	
		<p>2. The commissive illocutionary act is used to convince the speech partner. For example: promises, pledges, threats, vows.</p> <p>a. Force: the speaker affirms consistently the quality of something.</p> <p>b. Refusal Force: there is a negation.</p> <p>c. Threats Force : speaker to give harm or give no benefit to the hearer.</p> <p>d. Volunteer Force: when speaker offerw his services.</p>	<p>Nabilah Fairuz Al-Bantany, "The Use of Commissive Illocutionary acts and Its Politeness Implications: A case of Banten Gubernatorial Candidate Debate". English Language and Literature Program</p>

		<p>e. Offer</p> <p>Force: when the speaker offers something to the hearer.</p>	
		<p>3. Directive illocutionary acts are used to tell other people to do something. For example: commands, requests, challenges, invitations, dares.</p> <p>There are five conditions that a illocutionary acts must satisfy to be categorized as a specific directive at. These conditions are called felicity conditions. The felicity circumstances for directive illocutionary acts are:</p>	<p>Bayu Aryanto, “Characteristics Of Directive Illocutionary Acts In The Dissemination Of Covid-19 Mitigation In Japan”. Japanese Research On Linguistics And Culture Vol. 3 No. 1 (2020):13-26</p>

		<p>(1) preparatory conditions, the speech partner is able to do the activity. (2) sincerity, the speaker wants the speech partner to do the activity. (3) propositional content, the speaker tells the speech partner to do something. (4) essential conditions, the utterance is considered as an attempt by the speaker to get the speech partner to do something. (5) mode of achievement, based on the illocutionary point of a directive speech, the speech partner may act upon the request of the speaker or otherwise.</p>	
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		<p>4. Declarations of illocutionary acts are used to create new things (status, circumstances, and so on). For example: deciding, canceling, apologizing.</p>	<p>FebrinaSanjoPulungan, “The Declarative Illocutionary Acts Uttered In “Cruella” Movie”. Puterabatam University (Upb), Batam, Indonesia.</p>
		<p>5. Expressive illocutionary acts are used to involve feelings and attitudes. For example: greetings, apologies, congratulations, thanksgivings.</p> <p>The classifications of expressive illocutionary acts</p> <p>1) Expressive illocutionary acts of wishing. Whistling is a</p>	<p>Then Banu Sirwan; YuyunYulita, “ An Analysis Of Expressive Illocutionary Acts Used By Steve Rogers As The Main Character In Civil War Movie”. Bachelor Of Wiyatatamansiswa University; Bachelor Of Science At Tamansiswa University.</p>

		<p>feeling or expressing a strong desire or hope for something that is not easily attainable; want something that cannot or probably not happen.</p> <p>2) Expressive illocutionary acts of thanking. Thank is an express gratitude to (someone), especially by saying "thank you" and return thanks before the meal often used in an utterance containing no verb and serving as a courteous and somewhat informal expression of gratitude.</p> <p>3) Expressive illocutionary acts of</p>	
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		<p>congratulation.</p> <p>Congratulate is an express vicarious pleasure to (a person) on occasion of success or good fortune and give (someone) one's good wishes when something special or pleasant has happened to them.</p> <p>4) Expressive illocutionary acts of apologize. Apology is an expression of regret for something that one has done wrong.</p> <p>5) Expressive illocutionary acts of condo. Condolene is assurferring together it means that knowledge a loss, showing</p>	
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		<p>sympathy, or empathizing with someone.</p> <p>6) Expressive illocutionary acts of greeting. Greeting is something that you say or do to greet somebody and a message of good wishes for somebody's health, happiness.</p> <p>7) Expressive illocutionary acts of lamentation. Lamentation is an expression of great sadness or disappointment, laments can also be expressed in a verbal manner, where the participant would</p>	
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		<p>lament about something they regret or someone they have lost, usually accompanied by wailing, moaning and or crying.</p> <p>8) Expressive illocutionary acts of attitude. Attitude is an acquired or predisposed mental state regarding an object with some degree of positivity or negativity which is perceived from a social or personal stimulus or a relation mental state connecting a person to a proposition.</p> <p>9) Expressive illocutionary acts</p>	
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		<p>agreement. Agreement is an expression that is used to express someone's desire.</p> <p>10) Expressive illocutionary acts of exclamation.</p> <p>Exclamation is an emphatic interjection that also shows the person's hailing.</p>	
3.	The use of illocutionary acts in speaking	<p>1. The appropriate illocutionary acts .</p> <p>a. Assertive illocutionary acts . Assertive illocutionary acts to report news or truth for the objective of saying. Then the opponent responds by giving appropriate responses to his</p>	

		<p>content.</p>	
		<p>a. Commissive illocutionary acts . Commissive illocutionary acts appropriate indicated as the speaker expresses an application with the appropriate use of language and content while the speaker responds favorably to the content of the promise.</p>	
		<p>b. Directive illocutionary acts . Directive illocutionary acts appropriate is indicated as the speaker commands the</p>	

		<p>speaker with the correct use of language and the content of a clear command. Whereas the appropriate is responding by giving an acceptance or denial of the correct commands content.</p>	
		<p>c. Declarations illocutionary acts . Declarations of illocutionary acts appropriate presentations are indicated when the speaker expresses information with the correct use of the correct statement. Whereas the opposite is responding to the</p>	

		<p>statement by accepting or rejecting it correctly.</p>	
		<p>d. Expressive illocutionary acts . Expressive illocutionary acts appropriate expression of response to the content of the person speaking.</p>	

		<p>2. The inappropriate use of illocutionary acts.</p> <p>a. Assertive illocutionary acts .</p> <p>The appropriate assertive illocutionary acts is used to report news or truth for the objective of saying. Then the opponent responds by giving appropriate responses to his content.</p>	
		<p>b. Commissive illocutionary acts . The appropriate commissive illocutionary acts is used to express an application with the appropriate use of language and content while the speaker responds unfavorably to</p>	

		<p>the content of the promise.</p>	
		<p>c. Directive illocutionary acts . The appropriate directive illocutionary acts is used to give the speaker commands with the correct use of language and the content of a clear command. Whereas the appropriate is responding by giving an acceptance or denial of the incorrect commands content.</p>	

		<p>d. Declarative illocutionary acts . The appropriate declarative illocutionary acts is indicated when the speaker expresses information with the correct use of the correct statement. Whereas the opposite is responding to the statement by incorrectly accepting or rejecting it.</p>	
		<p>e. Expressive illocutionary acts . The appropriate assertive illocutionary acts is used to express the expression that exactly fits the content of the person speaking.</p>	

Appendices 3 Blueprint of Interview

Blueprint of Interview

No	aspects	Sub Aspect	References
	<p>The causes of using the most dominant illocutionary acts</p>	<p>1. Assertive illocutionary acts is used to bind the speaker to the truth of what is said, with the aim of saying. For example: say, report, mention.</p> <p>In the use of the assertive illocutionary acts divides again into five types categories:</p> <ul style="list-style-type: none"> a. asserting b. reporting c. explaining d. suggest e. refusing <p>Assertive is the most dominant act by beckham and Heung-Min in the interview. Asserting is defined as an act of stating the right information and facts.</p> <p>Reporting is one of the types of assertive illocutionary acts that</p>	

		<p>have the objective of informing someone about something that has been done.</p> <p>Explaining is described as telling somebody about something in detail in a way that is easy to understand.</p> <p>Suggesting as an act of giving choice to the addressee. In this act, the addresser gives an idea or proposition to be considered by the addressee.</p>	
		<p>2. The commissive illocutionary act is used to convince the speech partner. For example: promises, pledges, threats, vows.</p> <ul style="list-style-type: none"> a. Promise Force: there is an intention which gives benefit to their hearers. b. guarantee Force: the speaker affirms consistently the quality of something. c. Refusal Force: there is a negation. d. Threats Force : speaker to give harm or give no benefit to the hearer. e. Volunteer 	

		<p>Force: when speaker offerw his services.</p> <p>f. Offer Force: when the speaker offers something to the hearer.</p>	
		<p>3. Directive illocutionary acts are used to tell other people to do something. For example: commands, requests, challenges, invitations, dares.</p> <p>There are five conditions that a illocutionary acts must statisfy to be categorized as a specific directive at. These conditions are called felicity conditions. The felicity circumstances for directive illocutionary acts are: (1) preparatory conditions, the speech partner is able to do the activity. (2) sincerity, the speaker wants the speech partner to do the activity. (3) propositional content, the speaker tells the speech partner to do something. (4) essential</p>	

		<p>conditions, the utterance is considered as an attempt by the speaker to get the speech partner to do something. (5) mode of achievement, based on the illocutionary point of a directive speech, the speech partner may act upon the request of the speaker or otherwise.</p>	
		<p>4. Declarations of illocutionary acts are used to create new things (status, circumstances, and so on). For example: deciding, canceling, apologizing.</p>	
		<p>5. Expressive illocutionary acts are used to involve feelings and attitudes. For example: greetings, apologies, congratulations, thanksgivings.</p> <p>The classifications of expressive illocutionary acts :</p> <p>a. Expressive illocutionary acts of wishing. Whistling is a feeling or expressing a strong</p>	

		<p>desire or hope for something that is not easily attainable; want something that cannot or probably not happen.</p> <p>b. Expressive illocutionary acts of thanking. Thank is an express gratitude to (someone), especially by saying "thank you" and return thanks before the meal often used in an utterance containing no verb and serving as a courteous and somewhat informal expression of gratitude.</p> <p>c. Expressive illocutionary acts of congratulation. Congratulate is an express vicarious pleasure to (a person) on occasion of success or good fortune and give (someone) one's good wishes when something special or pleasant has happened to them.</p>	
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		<p>d. Expressive illocutionary acts of apologize. Apology is an expression of regret for something that one has done wrong.</p> <p>e. Expressive illocutionary acts of condo. Condolene is assurferring together it means that knowledge a loss, showing sympathy, or empathizing with someone.</p> <p>f. Expressive illocutionary acts of greeting. Greeting is something that you say or do to greet somebody and a message of good wishes for somebody's health, happiness.</p> <p>g. Expressive illocutionary acts of lamentation. Lamentation is an expression of great sadness or disappointment, laments can also be expressed in a verbal manner, where the participant</p>	
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		<p>would lament about something they regret or someone they have lost, usually accompanied by wailing, moaning and or crying.</p> <p>h. Expressive illocutionary acts of attitude. Attitude is an acquired or predisposed mental state regarding an object with some degree of positivity or negativity which is perceived from a social or personal stimulus or a relation mental state connecting a person to a proposition.</p> <p>i. Expressive illocutionary acts agreement. Agreement is an expression that is used to express someone's desire.</p> <p>j. Expressive illocutionary acts of exclamation. Exclamation is an emphatic interjection that also shows the person's hailing.</p>	
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Appendices 4 Documentation Sheet
The Profile of SMAN 1 PUNGGUR

Documentation Sheet
The Profile of SMAN 1 PUNGGUR

No	Aspect	Available	Not available
1	The history of SMAN 1 PUNGGUR		
2	The building conditions and schools in SMAN 1 PUNGGUR		
3	The quantity of students at SMAN 1 PUNGGUR		
4	Organizational structure of SMAN 1 PUNGGUR		
5	Location sketch		
6	The students' conversation documents		

Appendices 5 Observation Sheet

Observation Sheet

No	Statement	Type of Illocutionary acts	The use of Preference Organization	
			The appropriate use	The Inappropriate use
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendices 6 The Instrument of the Interview Sheet
The Instrument of the Interview Sheet

A. The questions are intended for the eleventh students of SMAN 1 Punggur to investigate their difficulties in using preference organization in conversation.

No	Questions
1	In the process of speaking English, do you often convey information about facts or truth?
2	Why do you convey information or truth in the process of speaking English?
3	How often do you convince statements in the process of speaking English.
4	Why do you try to convince your statement in speaking English?
5.	Have you ever ordered someone to do something in the process of speaking English?
6.	Why do you do the progress of command to do something in speaking English?
7.	In the process of speaking English have you ever attempted to declare something as a topic about apologizing?
8.	Why do you do the English speaking about an apology, and decision?
9.	In the process of speaking English, how often do you speak about the topic of greeting, thanks.
10.	Why do you do the speaking topic about greeting, thanks.

Appendices 7 The Instrument of the Interview Sheet

B. The questions are intended for the English teacher subject of SMAN 1 Punggur to investigate the solution to overcome the students' difficulties in using preference organization in conversation.

No	Questions
1	In the process of speaking English, students often convey information about facts or truth.
2	Why do students convey information or truth in the process of speaking English?
3	How often do students convince a statement in the process of speaking English?
4	Why do the students try to convince statements in speaking English?
5	Have the students ever ordered someone to do something in the process of speaking English?
6	Why do the students do the process of commanding to do something in speaking English?
7	In the process of speaking English have students ever attempted to declare something as a topic about apologizing?
8	Why do the students do the English speaking about an apology, and decision?
9	In the process of speaking English, how often do students speak about the topic of greeting, thanks.
10	Why did the students do the speaking topic about greeting, thanks.

Appendices 8 table of types of illocutionary acts s

No	Data	Assertive	Type of illocutionary acts			
			Commission	Directivs	Declarative	expressive
1.	Arum &Dita	Whats your name? my name is Azizah Arum ✓		Be careful on the road OK thank you ✓		Hello Hi ✓
						nice to meet you Dita nice to meet you too Arum ✓
		where are you going? I want to go to market ✓				
						OK thank you. see you see you too ✓
2.	Octa & image	What do you think of my dress? Do you like? ok well yes but it will be more elegant if u wear a long black dress. ✓				hello octa Hello image ✓
3.	Cesil & veronica	can you give me an opinion about mysculpture? Sure I think you should have had fixed the hand				

		✓					
						ok thanks no problem ✓	
4.	Elsa & Selah	<p>what do you think of my dress, do I look ok?</p> <p>well yes but I think it will be more elegant if you wear a long black dress.</p> <p>✓</p>					
5.	Jauza & Ade Risma	<p>what do you think about my new dress?</p> <p>I think that's beautiful but you must choose another color.</p> <p>✓</p>					
						<p>hahaha you are really trying it thanks</p> <p>your welcome</p> <p>✓</p>	
6.	Kamasaka & John	I think so too				be good better tell our teacher	

		<p>its almost 7:0 o'clock will be late for school</p> <p>be good better tell our teacher that we are coming late because of the traffic I hope we will not miss the first lesson</p> <p>✓</p>				<p>that we are coming late because of the traffic I hope we will not miss the first lesson</p> <p>lets call it (X)</p>
7.	Shila& Aura	<p>aura it's a nice party, isn't it?</p> <p>I agree with you, you look so pretty congratulations on your wedding</p> <p>✓</p>				<p>I agree with you, you look so pretty congratulations on your wedding</p> <p>ok thank you aura</p> <p>✓</p>
8.	Aura &diast	<p>aura it's a nice party, isn't it?</p> <p>I agree with you, you look so pretty congratulations on your wedding</p> <p>✓</p>				<p>I agree with you, you look so pretty congratulations on your wedding</p> <p>ok thank you diast</p> <p>✓</p>
9.	Silvana& Sepia	<p>what do you think of my a dress? Do I look okay?</p>				<p>well yes it will be more elegant if you wear a long black dress</p> <p>Alright</p>

		well yes it will be more elegant if you wear a long black dress ✓				✓	
10.	Sultan & Randy	do you know where my pen? your pen is used by satria ✓				May I borrow your pen? I'm sorry my pen has been lost. ✓	
11.	Zazcia&dina					hello zazcia hello dina ✓	
						Can I borrow a newspaper? im sorry din the newspaper is being read by my father ✓	
						Ok please let me a magazine Im sorry din the magazine has been bought by my sister ✓	
						Im sorry din the magazine has been bought by my sister ok cia thank you ✓	
12.	Krishna & Adha	jo do you know where my smartphone is? your smartphone is being taken					

		by mrs.Widodo ✓					
		my I know where she is? I don't know im sorry since by the way in a hurry I was able to be called by mrs. Linda ✓					
13.	Kurnia&D iandra	well when is the party? it will be on Saturday night ✓		Hey, I just wanted to let you know that you are invited to Nurul's wedding. Why what I thought she was married to john? (X)		hipetter how are you? I'm good ✓	
14.	Herlinda& Putri	hallo I'm putri, what is your name? hi I'm Herlina ✓					
		Where do you come from? Im from Central Lampung ✓					

		which one is your home? it is the blue ✓					
		Do you live with your parents? No, I live with my aunt ✓					

1. SILABUS PEMBELAJARAN

Satuan Pendidikan : SMA

Mata Pelajaran : Bahasa Inggris

Kelas : XI (Sebelas)

Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial Ungkapan yang digunakan untuk memberi saran dan tawaran Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p>	<p>2 x 2jp</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan meresponnya</p> <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you... What about ...? You should ... You can ... Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan</p>	<p>responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>n kata</p> <p><i>Topik</i></p> <p>Keteladanan</p> <p>tentang</p> <p>perilaku</p> <p>peduli,</p> <p>kerjasama,</p> <p>dan proaktif</p>	<p>penggunaannya.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 	<p>ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/file/ae/resource/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan</p>	<p>lain</p> <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur</i></p> <p><i>Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan 	<p>kata, intonasi</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>CARA</p> <p>PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p>dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			komunikasi		
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <p>- <i>I hope</i> - <i>I wish you all the best.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/files - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p><i>Thank you.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa 	<p>n</p> <p>CARA</p> <p>PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya mengguna 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>kan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari

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<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p>	<p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur Salutation</i></p> <p>- <i>Will/ Could you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p> <p><i>Closing</i></p> <p>Unsur kebahasaan:</p>	<p>mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi 		<p>internet:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>mencari contoh undangan yang lain dari berbagai sumber</p> <ul style="list-style-type: none"> Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undang yang diambil dari berbagai sumber Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa berkreasi dalam 	<p>Pengamatan (observation)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>membuat kliping undangan resmi</p> <ul style="list-style-type: none"> • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>tahapan.</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan dan keruntutan struktur teks 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyyenglish.com - http://am

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks</p>	<p>sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation:</i></p> <p><i>Dear</i></p> <p><i>Opening</i></p> <p><i>paragraph:</i></p> <p><i>Greetings</i></p> <p>dan</p> <p><i>mengabarkan</i></p>	<p>tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</p> <ul style="list-style-type: none"> Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan 	<p>surat</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara</p> <p>Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 		<p>ericandigital.state.gov/files/ae/resource/files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan 	<p>utama, dan informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan 	<ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tata bahasa baku <ul style="list-style-type: none"> • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	surat pribadi kepada teman/ guru <ul style="list-style-type: none"> • Siswa memperoleh penguatan dari guru 	<ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1 Mensyukuri kesempatan dapat mempelajari	teks prosedur berbentuk manual dan kiat-	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual	kiat (tips) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur</i> <i>Kebahasaan</i> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan 	manual dan tip. <ul style="list-style-type: none"> • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan Mempertanyakan <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur Mengeksplorasi <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips Mengasosiasi <ul style="list-style-type: none"> • Siswa 	<ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Pengamatan (observations)) Tujuan untuk memberi balikan. Sasaran penilaian adalah: <ul style="list-style-type: none"> • Perilaku tanggung jawab, 		VCD <ul style="list-style-type: none"> • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource/files - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>membandingkan beberapa manual dan tips</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latihan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur,	Tindakan/kegiatan/kegiatan adian tanpa perlu menyebutkan an pelakunya (Passive Voice) <i>Fungsi Sosial</i>	MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kegiatan adian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan 	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource/files - http://lea

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai</p>	<p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan an pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals. Tsunami is caused by earthquake affecting</p>	<p>dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p>	<p>struktur teks</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan 		<p>menglis.h.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan</p>	<p>MENGASOSIASI</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>bertanggung jawab dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya		penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Pengandaian jika terjadi suatu keadaan/kejadian/peistiwa di	MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peistiwa di waktu yang 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan</p>	<p>waktu yang akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If</i></p>	<p>akan datang selama proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-</i> 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran</p>		<p>http://americanenglish.state.gov/files/ae/resources</p> <p>http://learning.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan</p>	<p><i>teenagers eat too much fast food, they can easily become overweight.</i></p> <p>- <i>If you exercise regularly, you will get the benefit physically and mentally</i></p> <p><i>Unsur</i></p> <p><i>Kebahasaan</i></p> <p>- If Clauses dalam simple present</p> <p>- Main Clause dengan modals can/ will</p> <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan</p>	<p><i>play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks 	<p>penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	mengandai kan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	pengandaian <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	an hasil atau capaian belajar <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung	Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource/files - http://lea

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan</p>	<p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang / benda yang ditulis, e.g. Slow loris is a mammal . It is found in ... It is a nocturna 	<p>mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. 	<ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks 		<p>menglis h.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>l animal. It is very small with</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <p>- Simple Present</p> <p>- Kata kerja yang menggambarkan binatang / benda/ gejala alam</p> <p>- Kata sifat</p> <p>- Berbagai kata benda terkait dengan benda/</p>	<ul style="list-style-type: none"> Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> Siswa menyalin teks report yang diduplikatnya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. Membuat learning journal dalam pembelajaran ini. Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report 	<p>ilmiah faktual</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	binatang / gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	yang dihasilkan	dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis Mempertanyakan	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource_file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan</p>	<p>(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang 	<p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam 		<p>es</p> <p>- http://leamenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal</p>	<p>tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing- 	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tersebut</p> <p><i>Unsur</i></p> <p><i>Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> • Siswa membuat 'learning journal' 	<p>rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang</p>	<p>Teks biografi pendek dan sederhana</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap</p>	<p>tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani , membangun akan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara</p>	<p>tanggung jawab.</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi 	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		<p>Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource/files - http://leamenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>kronologi, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur</i></p> <p><i>Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>dari berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks biografi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan 	<p>an komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa 	<p>Pengamatan (observations):</p> <p>Bukan penilaian</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/Majalah berbahasa Inggris Buku lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p>	<p>mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa 	<p>formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan 		<p>bahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov/files/ae/resourcefiles http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</p> <ul style="list-style-type: none"> • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>lirik lagu</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		



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Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Desember 2022

Ketua Program Studi TBI



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NPM : 1801071051
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071051

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Juli 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

Appendices 9 Documentation of the research









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3901/In.28/J/TL.01/10/2021
Lampiran : -
Perihal : **IZIN**
PRASURVEY

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SETYARINI TRI WIJAYANTI**
NPM : 1801071051
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Judul : An Analysis of Speech Act Produced by Students of the Eleventh grade SMA N 1 Punggur

untuk melakukan prasurvey di SMA N 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2021
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR



NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : Jl. Raya Nunggalrejo Kec. Punggur Kab. Lampung Tengah (34152) Telp. (0725) 47413
Website : [Http://sman1punggur.sch.id](http://sman1punggur.sch.id) Email : sman.punggur@gmail.com

SURAT KETERANGAN

No. 423.4 /360/V.01/SMA/2022

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah, menerangkan bahwa :

Nama Mahasiswi : SETYARINI TRI WIJAYANTI
NPM : 1801071051
Jurusan : TADRIS BAHASA INGGRIS
Fakultas : FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Akan mengadakan Penelitian pada Tahun Pelajaran 2022/2023, untuk tugas akhir yaitu pembuatan Skripsi dengan judul : " AN ANALYSIS OF SPEECH ACT PRODUCED BY STUDENTS OF THE ELEVENTH GRADE AT" di SMA NEGERI 1 PUNGGUR KABUPATEN LAMPUNG TENGAH TAHUN PELAJARAN 2022/ 2023 ".

Berdasarkan surat dari . FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : B-3901/In.28/J/TL01/10/2021, tertanggal : 04 Oktober 2021, perihal IZIN PRASURVEY.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



05 Agustus 2022
Kepala SMA Negeri 1 Punggur,

HADI NURYADI, M.Pd
NIP. 196811081991011002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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RATIFICATION PAGE

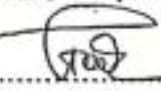
The Research Proposal entitled: **AN ANALYSIS OF SPEECH ACT ON STUDENT'S SPEAKING SKILL OF THE EIGHTH GRADE AT JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG**, written by: **SETYARINI TRI WIJAYANTI**, Student Number :1801071051, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, June 8th 2022 at 13.00 – 14.30 WIB.

BOARD OF EXAMINERS

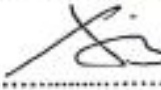
Chairperson : Linda Septiyana, M.Pd.

()

Examiner I : Drs. Kuryani, M.Pd.

()


Examiner II : Aisyah Sunarwan, M.Pd.

()

Secretary : Rika Dartiara, M.Pd.

()

Head of English Education Department


Andiante, M.Pd
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4540/In.28/D.1/TL.00/10/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4539/In.28/D.1/TL.01/10/2022,
tanggal 17 Oktober 2022 atas nama saudara:

Nama : **SETYARINI TRI WIJAYANTI**
NPM : 1801071051
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ACT PRODUCED BY STUDENTS OF THE ELEVENTH GRADE AT SMAN 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Oktober 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN


No : 423 / 535 / V.01 / SMA / 2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **SETYARINI TRI WIJAYANTI**
NPM : 1801071051
Jurusan : Tadris Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Akan mengadakan Penelitian pada tahun pelajaran 2022 – 2023 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **AN ANALYSIS OF SPEECH ACT PRODUCED BY STUDENTS OF THE ELEVENTH GRADE AT SMAN 1 PUNGGUR** ". Berdasarkan surat dari Kementerian Agama Republik Indonesia Istitut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-4540/In.28/D.1/TI.00/10/2022, tertanggal : 17 Oktober 2022 perihal permohonan izin Penelitian. Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 17 November 2022
Kepala SMA Negeri 1 Punggur,

DIDI NURYADI, M.Pd.
NIP. 196811081991011002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4498/In.28.1/J/TL.00/10/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Linda Septiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SETYARINI TRI WIJAYANTI**
NPM : 1801071051
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF SPEECH ACT PRODUCED BY STUDENTS OF THE ELEVENTH GRADE AT SMAN 1 PUNGGUR**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Setyarini Tri Wijayanti
NPM : 1801071051

Jurusan : TBI
Semester : ~~7~~ 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, May 31 th 2021	✓	outline	<i>Amf</i>
2.	Friday, Dec. 3 th 2021	✓	chapter 1	<i>Amf</i>
3.	Friday Dec. 24 th 2021	✓	chapter 1	<i>Amf</i>
4.	Monday, Dec. 27 th 2021	✓	chapter 2+3	<i>Amf</i>
5.	Monday Jan. 17 th 2022	✓	<i>Arc</i>	<i>Amf</i>

Mengetahui
Ketua Jurusan TBI

[Signature]
Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

[Signature]
Linda Septivana, M.Pd
NIP.19900916209



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Setyarini Tri Wijayanti
NPM : 1801071051

Prodi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday, Dec. 9 th 2022	✓	chapter 4-5	
2.	Friday Dec. 16 th 2022	✓	chapter 1-5 & Bibliography	
3.	Thursday Dec, 22 2022	✓	Abstract Acc Munagasyah	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing

Linda Septivana, M.Pd
NIDN. 19900916209



BIOGRAPHY

The researcher Setyarini Tri Wijayanti was born in Astomulyo, 28 June 2001. The third of the three siblings is Mr. Suroso and Mrs. Katiyah. Residence in Astomulyo village 9 RT 33 RW 14 SubdistrictPunggur Regency central Lampung. The history of education began at SDN 4 Astomulyo in 2007 and graduated in 2012, and then continued at the Junior High School 2 Punggur in 2012 and graduated in 2015, continuing in SMK PGRI 1 Punggur in 2015 and graduating in 2018. Then continued education in 2018 at the Metro state Institute for Islam by taking English tadris studies.