AN UNDERGRADUATE THESIS

**SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT
IN THE TEACHING AND LEARNING PROCESS
AT SMK KARTIKATAMA 1 METRO**

By:

**VIVI ANJANI
Student Number: 1601070056**

**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

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AT SMK KARTIKATAMA 1 METRO**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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NOTIFICATION LETTER

Number   :
Appendix   : 1 (one) Bundle
Matter   : In order to hold the Munaqosyah of Vivi Anjani

To:

The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to thesis script which is written by:

Name   : Vivi Anjani

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Department   : English Education Department

Title   : SPEECH ACT ANALYSIS OF TEACHER AND STUDENT IN TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
Wassalmu'alaikumWr.Wb

Metro, 10 May 2023

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iv

NOTA DINAS

Nomor :
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Perihal : Pengajuan Munaqosyah Vivi Anjani

KepadaYth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di_

  Metro

Assalamu'alaikum Wr.Wb

  Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

Nama   : Vivi Anjani
NPM   : 1601070056
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Yang berjudul : SPEECH ACT ANALYSIS OF TEACHER AND STUDENT
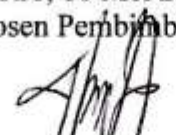   IN TEACHING AND LEARNING PROCESS AT SMK
      KARTIKATAMA 1 METRO

Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Mengetahui,   Metro, 10 Mei 2023
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An Undergraduate thesis entitled: SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO. Written by: Vivi Anjani, Student Number 1601070056, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday June 26, 2023, at 19:30– 21:30 p.m

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SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO

ABSTRACT

By:

VIVI ANJANI

The purposes of this research were to know what is the types of speech acts that used by the teacher and students in the teaching and leaning process at SMK Kartikatama 1 Metro and to know what is the most dominant speech acts and what is the utterances that produced by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro. Therefore, this research is expected to be useful in informing the types of speech acts in the teaching and learning process.

This is a qualitative research in the form of a case study conducted in the SMK Kartikatama 1 Metro. The primary source of this research is the Teacher and students of SMK Kartikatama 1 Metro. The students consists of 34 students. The researchers used observation and documentation in collecting the data.

The results of this research were found four types of speech acts that used by the teacher and students of class X TKJ of SMK Kartikatama 1 Metro during the teaching and learning process. There were four types of speech acts performed by the teacher and students during 108 utterances.

Keywords: *speech acts, speaking ability, representative, expressive, directive, commissive*

ANALISIS TINDAK TUTUR OLEH GURU DAN MURID DALAM PROSES BELAJAR DAN MENGAJAR DI SMK KARTIKATAMA 1 METRO

ABSTRAK

Oleh :

VIVI ANJANI

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis tindak tutur apa yang digunakan oleh guru dan siswa dalam proses belajar mengajar di SMK Kartikatama 1 Metro dan untuk mengetahui tindak tutur apa yang paling dominan dan tuturan apa yang dihasilkan. oleh guru dan siswa dalam proses belajar mengajar di SMK Kartikatama 1 Metro. Oleh karena itu, penelitian ini diharapkan dapat bermanfaat dalam menginformasikan jenis-jenis tindak tutur dalam proses belajar mengajar.

Penelitian ini merupakan penelitian kualitatif berupa studi kasus yang dilakukan di SMK Kartikatama 1 Metro. Sumber utama penelitian ini adalah guru dan siswa SMK Kartikatama 1 Metro. Siswa tersebut terdiri dari 34 siswa. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data.

Hasil penelitian ini ditemukan empat jenis tindak tutur yang digunakan oleh guru dan siswa kelas X TKJ SMK Kartikatama 1 Metro selama proses belajar mengajar. Ada empat jenis tindak tutur yang dilakukan oleh guru dan siswa selama 108 tuturan.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name   : Vivi Anjani

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States that this under graduate thesis is original except the certain parts of it quoted from the bibliography mentioned.

Metro, Juni 2022

The Researcher

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PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini

Nama : Vivi Anjani

NPM : 1601070056

Jurusan : S1 TBI (Tadris Bahasa Inggris)

Menyatakan bahwa skripsi ini asli tulisan penulis, kecuali bagian tertentu yang sudah dikutip dan dicantumkan dalam daftar pustaka.

Metro, Juni 2022

Peneliti

Vivi Anjani
S.N.1601070056

MOTTO

كُنْ فَيَكُونُ

"Be, So it is."

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Allah Subhanahu wa Ta'ala, thanks God all about the precious gifts that have been given to me.

2. My beloved parents Mr. Muchtar Effendi (Alm) and Mrs. Sumariah, thank you so much for your love, your support, your pray as often as time for my successful in study.

3. My beloved brother and sister, M. Nugroho and Tri Yuliani who I always love.

4. My husband Irvan Nafi'i thanks for your support.

5. My beloved almamater of State Institute for Islamic Studies of Metro.

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Praise be to Allah the most gracious and the most merciful, because of his blessings the researcher can completing this undergraduate thesis. Realizing that this undergraduate thesis is about "SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO" would not be accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgment her gratitude.

The first off all, the researcher would give her gratitude to researcher's beloved parents mr. muchtar effendi (Alm) and mrs. sumariah for their never ending love, support and prayer to the researcher. During the writing of this thesis, the researcher can stand alone, the researcher also received a lot of supports and pray from a number of people that could not mention one by one.

The researcher also thanks to mr. Andianto, M.Pd for being patient during the accomplishment of this undergraduate thesis. May allah gives him his better reward for his spending time to support and guide during the undergraduate thesis wrting process.

Finally the researcher deepest gratitude also to my best friends Dwi Erika Safitri, Prastiti Ramadhani, Chindy Krisia Rinjani, Izza Shofia Nursukma, Rifka Umaya, Miranda Oktaviana, Elda Royani and all of my classmate member of D class in English Education Study Program in the academic year of 2016. Nobody is perfect. The researcher do apologizes for many mistakes that she has made in

the writing and presentation this undergraduate thesis. Hopefully, this can be meaningful benefit for the researcher especially and our campus and all the reader generally.

Metro, Juni 2023

The Researcher

<u>Vivi Anjani</u>
S.N.1601070056

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Study

Pragmatic is the study of language, Linguistics is focused with identifying the meaningful elements of specific languages, Linguistics also deals with the meanings expreseed by modulations of a speaker's voice and the processes by which hearers and readers relate new information to the information they already have. There are some branches of it such as morphology, syntax, semantics, pragmatics, etc.

Pragmatic is the systematic study of meaning, and linguistic semantic is the study of how languanges organize and express meanings.[1] Three diciplines are concerned with the systematic study of 'meaning' in itself: psychology, philosophy and linguistics. Their particular interest and approaches are different, yet each borrows from and contributes to the others. If it hard to say what meaning is, it is fairly easy to show what knowledge speakers have about meanings in their language and therefore what things must be included in an account of semantics based on Bierwisch and Dillon.

The study of meaning can be undertaken in various ways, Linguistic semantic is an attempt to explicate the knowledge of any speaker of a languange which allows that speaker to communicate facts, feelings, understand what they communicate to him or her, Semantics is mainly concerned with a speaker's competence to use the language system in

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[1] Kreidler W. Charles, *"Introducing English Semantic"* (London: Routledge,1998), p.16.

producing meaningful utterances and processing (comprehending) utterances produced by others.

Then, pragmatics concerns itself with how people use language within a context and why they use language in particular ways. This unit examines how speaker and hearer affect the ways in which language is used to perform various function. Austin points out that when people use language, they are performing a kind of action that is called speech acts[2]. The use of the term speech act covers 'actions' such as requesting, commanding, questioning, and informing. In studying pragmatics, we concern on how to utter a speech so that the listener can interpret the meaning that is conveyed by the speaker. Speech act is an utterance that serves a function in communication. We perform speech act when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal.

According to Searle in Yule, speech act is the actions performed via utterances. Yule proposes that speech acts is performed action via utterance.[3] Another definition that speech act is a theory which analyses the role of utterance in relation to the behavior of speaker and listener in interpersonal communication. According to Austin, speech act is a theory of performative language, in which to say something is to do something. In brief when

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[2] Austin, John L, "*How to do things with words*" (Oxford : Oxford University Press, 1962). p.94.

[3] Yule, G, "*Pragmatics"* (Oxford: Oxford University Press,1996). p.47.

speakers are saying words, they not only produce utterance containing words and grammatical structure, but they also perform action in those utterances.[4]

Next, speech acts reveal the intentions of speakers and the effects the speaker's utterances and expressions have on the hearers. The implication of speeach acts is that every utterance has a purpose which derives from the specific context. It has been observed that languange use depends on such contextual factors as social and physical conditions, attitudes, abilities, belief and the relationship existing between the speaker and the listener.

Therefore, in this research, the researcher focuses on the study of analysis of speech act that the purpose of the study is to analyze the classification of speech act used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro.

Moreover, based on the pre survey on 2020 at the SMK Kartikatama 1 Metro. The researcher found speech acts that used by the teacher in teaching and learning process. The teacher of SMK Kartikatama 1 Metro with the name is Siswanto, S.Pd, besides teaching about the material by using speech acts. It is also about the communication between the students and the teacher in the teaching and learning process. The teacher also uses speech act in conversation there are Locutionary act, illocutionary act and Perlocutionary act. The researcher tooks the results of pre survey in teacher and students conversation, there are : "this whiteboard is dirty" (Locutionary) which is means that the students should to "clean up the whiteboard" (Illocutionary)

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[4] Austin, John L, "*How to do things with words*" (Oxford : Oxford University Press, 1962). p.99.

and then "they took the eraser to clean up the board" (Perlocutionary) Based on the interview, the teacher explained that the students sometimes do not understand about the meaning of words that used by the teacher. Therefore, based on the pre survey, the researcher is interested in researching about the linguistic form of speech act as a kinds of pragmatic is used by the teacher and student in the teaching and learning process at SMK Kartikatama 1 Metro and the researcher wants to know the classification of speech acts used in the teaching and learning process.

B. Focus of the Study

In this research, the researcher focuses on speech acts that used by teacher and students in teaching and learning process at SMK Kartikatama 1 Metro.

C. Research Question

The problem that will be studied in this research are formulated as follows :

1. What is the types of speech acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro?

2. What is the most dominant speech acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro?

D. Objectives and Benefits of The Research

1. The Objectives of the Research

   This research is aimed at :

a. To indentify the types of speech acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro

b. To show the most dominant speech acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro

c. To analyze the utterances that produced by Teacher and Student in the Teaching and Learning Process at SMK Kartikatama 1 Metro

2. The Benefit of the Research

The significance of the research can be seen as follows :

a. Theoretically, this study was expected to provide theoretical insight to the linguistic field particularly to the study of pragmatics with focus on speech acts.

b. Practically, the results of this study hopefully can give a contribution in educational setting regarding the use of speech acts. This study can serve as a reflection tool on how speech acts should be performed in the teaching and learning process. Thus, the english teacher can evaluate their teaching in the future regarding the use of speech acts.

E. Prior Research

There are two prior researches that the researcher took related to this study. The first is Lida Marbun, Nurma Dhona Handayani, under the title "An Analysis of Speech Act in the Grown Ups Movie" Based on the result of the research, it can be conclude that the research only focuses to classified the types of speech act in the Grown Ups movie, the aim is to describe the types

of speech act that it is contains illocutionary, perlocutionary, and locutionary speech act during the movie of Grown Ups.[5]

The second is Praditya, under the title " An Analysis of Speech Act in The Conversation between Habibie and Ainun in The Film Entitled HABIBIE AND AINUN 2012" Based on the result of the research, it can be concluded that the researcher only focus on illocutionary speech acts (assertive, directive, commisive, expressive, and declaration (declarative) produced by Habibie and Ainun 2012. Direct speech acts is the most dominant than indirect, habibie tended to be more direct, but Ainun tended to be indirect.[6]

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[5] Lida Marbun, Nurma Dhona Handayani, " *An analysis of speech act in the grown ups movie", (Journal of English Education Vol.6 No. 1 June, 2020).* P-ISSN: 2456-9719, E-ISSN 2597-7091.

[6] Praditya, "*An Analysis of Speech Acts in the conversation between Habibie and Ainun 2012", (e-Journal of English Education Vol. 2, 2014).*

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speech Acts

1. Definition of Speech Acts

People do not merely create a set of grammatically correct utterances when they speak but they also perform some functions via those utterances. This is the basic idea of speech acts in which people use language to perform actions. As defined by Yule, speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologies, promises and so on.[7]

Similar to Yule's definition, Aitchison defines speech acts as a sequence of words that behave somewhat like actions. By performing speech acts, the speaker is often trying to achieve some effect with those words; an effect which might in some cases have been accomplished by an alternative action.[8]

For example: Shoot her![9] The utterance above can be regarded that he urged me to shoot her. Meaning by "shoot" shoot and referring by "her" to her. If the hearer recognizes the speaker's intention, he or she will definitely shoot her. The utterance is obviously influenced by the context or the situation where the interaction takes place.

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[7]. Yule, G, *"Pragmatics"* (Oxford: Oxford University Press,1996).
[8] Aitchison, J, *"Teach Yourself Linguistics"* (London: Hodder Headline, 2010). p.126.
[9] Austin, John L, *"How to do things with words"* (Oxford : Oxford University Press, 1962). p.101.

In conclusion, speech acts are those utterances used to accomplish such actions. It is important to bear in mind that to understand how the acts work, one cannot simply ignore the role of context around the utterances.

2. Speech Acts Classification

a. Austin's Classification of Speech Acts

The basis of Austin's theory lies on his belief that speakers do not merely use language to say things, but to do things and thus utterances could be regarded as speech acts by. Based on this notion, he, then, proposed three dimensions that usually consist in speech acts, namely locutionary act, illocutionary act and perlocutionary act.

1) Locutionary Acts

According to Austin, the locutionary act is the act of saying something with a certain sense and reference.[10] Locutionary act is the basic act of utterance. It simply means the actual words that the speaker uses.[11] When someone utters "Shoot her!", he/she simply refers to "shoot" shoot and referring by "her" to her.

2) Illocutionary Acts

As mentioned earlier, however, people also use language to perform such actions. There must be an intention behind the utterance. This particular aspect of speech act is regarded as

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[10] Hisham Ibrahim Abdulla, *"Locutionary, Illocutionary and Perlocutioary Acts Between Modern linguistics and Traditional Arabic Linguistics"* · (Iraq University, January 2011). P.6

[11] Austin, John L, "*How to do things with words*" (Oxford : Oxford University Press, 1962). p.102.

illocutionary act what the speakers are doing with their words, by Cutting.[12] Yule adds that the illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force.[13]

For example : Shoot her!

Looking at the surface level, the utterance might only be interpreted as advised to the hearer to shoot her. If it is analyzed based on the illocutionary force, the utterance can be regarded as an advised from the speaker to the hearer. The speaker may suggest the hearer to shoot her. Otherwise, he or she suggest the hearer to take a gun if the hearer wants to shoot her.

3) Perlocutionary Acts

The consequences of illocutionary acts are described as perlocutinary acts or the effects of the utterance on the hearer, said by Cutting.[14] These ultimate effects are of course dependent on the particular circumstances of the utterance and are by no means always predictable. Using the same example of the utterance in the illocutionary act above, the perlocutionary effect of the utterance could be accomplished if the hearer recognizes the sentence as a suggestion. The perlocutionary act is that the hearer would take a gun and then shoot her.

To put it simply, locutionary acts are the real words or

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[12] Cutting, J, *"Pragmatics and Discourse"* (Florence, KY. USA: Routledge, 2002). p.16.
[13] Yule, G, *"Pragmatics"* (Oxford: Oxford University Press,1996). p.48.
[14] Cutting, J, *"Pragmatics and Discourse"* (Florence, KY. USA: Routledge, 2002). p.16.

utterances performed by the speaker. Meanwhile, illocutionary acts are the intentions behind the speaker's utterances and perlocutionary acts are the effects that the utterances have on the hearer.[15]

Austin as cited in Searle and Wardhaugh, then, develops his own classification of speech acts. They are as follows:

a) Verdictives

Austin advocates that verdictives deal with delivering of a verdict upon evidence or reasons. The verdicts are usually delivered by a jury, arbitrator or umpire. These kinds of speech acts are typified by the verbs acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, and characterize, grade, estimate, diagnose .[16]

b) Exercitives

These have to do with the giving of a decision in favor of or against a certain course of action or advocacy of it. In other words, executives deal with the way people exercise powers, rights, or influence on other people. A familiar example is the utterance 'I pronounce you husband and wife'which is usually said by priests in marrying; thus, it turns two persons into a couple. Other examples of exercitives are

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[15] Yule, G, "*Pragmatics"* (Oxford: Oxford University Press,1996). p.48.

[16] Austin, John L, "*How to do things with words*" (Oxford : Oxford University Press, 1962). p.150.

order, command, direct, plead, beg, recommend, entreat and advise, dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

c) Commisives

Commisives are associated with the speaker's commitment to a certain course of action. Some of the apparent examples include promise, vow, pledge, covenant, contract, guarantee, embrace, and swear.

d) Expositives

Expositives are used to make statements fit into the ongoing discourse such as clarifying and arguing.The list of words of expositives includes affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe, class, identify and call.

e) Behabitives

Behabitives are concerned with people's behavior and social's attitude towards other people's imminent or past conduct. These are associated with such matters such as apologizing, congratulating, blessing, cursing or challenging.[17]

b. Searle's Classification of Speech Acts

Similar to Austin's work, Searle segments utterances into an utterance act, propositional act, illocutionary act, and perlocutionary act

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[17] Wardhaugh, "*An Introduction to Sociolinguistics (5thEdition)"*. *(*Oxford: Blackwell,2006).

although it is the illocutionary act which becomes the central subject to Searle's framework in Schiffrin. This view allows Searle to explicitly associate speech acts with the study of language and meaning.

Searle as cited in Mey argues that Austin's taxonomy does not maintain a clear distinction between illocutionary verbs and acts. Thus, Searle established his own classification of speech acts which includes representatives, directives, commissives, expressive and declarations.[18]

1) Representatives

Representatives are those kinds of speech acts used to represent a state of affairs; which have a word-to-world fit. Statements of fact, assertions, conclusions, and descriptions are such forms of representatives in which people represent the world as they believe it is said by Yule.[19] Cutting adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting and predicting.[20] Representative is very subjective as it is based on speaker's belief. Thus, the belief may have different degrees of force. For example, in the utterance 'The earth orbits the sun', the speaker believes that it is the earth that orbits the sun and not the opposite. In using a representative, the speaker attempts to make words fit the world.

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[18] Searle, J.R, " *Expression and Meaning: Studies in the Theory of Speech Acts"* (Cambridge: Cambridge University Press, 1979). p.12-16.
[19] Yule, G, "*Pragmatics"* (Oxford: Oxford University Press,1996). p.53.
[20] Cutting, J, "*Pragmatics and Discourse"* (Florence, KY. USA: Routledge, 2002). p.17.

2) Directives

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit of directives is world-to-word. According to Cutting, the illocutionary forces of these acts encompass commanding, ordering, requesting, suggesting, inviting, forbidding, and so on. In addition, Yule proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

Could you lend me a pen, please?

Gimme a cup of coffe. Make it black.

Don't touch that.

3) Commissives

Commissives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. In performing commissives, an intention is expressed by the speaker and the proposition in terms of future act will be done by the speaker. Cutting adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives.[21] These following utterances illustrate the use of commissives:

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[21] Cutting, J, *"Pragmatics and Discourse"* (Florence, KY. USA: Routledge, 2002). p.17.

I promise I will always be there for you.

I'll be back in five minutes.

I'm going to visit you next week.

4) Expressives

Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. In addition, Leech states that the illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. For example, the utterance 'The dress looks nice on you' can be regarded as the act of complimenting. In this case, the speaker may use compliment to express his or her admiration and praise toward the hearer's appearance. The speaker may also want to show his or her approval of the hearer's taste of the dress.

5) Declarations

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate. The example below

illustrates the act of declaration:[22]

I now pronounce you husband and wife

The utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

To assist you in clarity and better understanding, the five general functions of speech acts are summarized by Yule in the table below:

Table 1. The Five General Functions of Speech Acts[23]

Speech act type	Direction to fit	S=speaker; X=situation
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressive	Make words fit the world	S feels X
Directives	Make the world fits words	S wants X
Commissives	Make the world fits words	S intends X

c. Direct and Indirect Speech Acts

Besides those five categories of speech acts above, Yule states that there is another different approach used to distinguish types of speech acts. It can be made on the basis of structure. Three general types of speech acts can be presented by three basic sentences types. They are declarative, interrogative and imperative. Declarative is often

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[22] Searle, J.R, " *Expression and Meaning: Studies in the Theory of Speech Acts"* (Cambridge: Cambridge University Press, 1979). p.17.

[23] Yule, G, *"Pragmatics"* (Oxford: Oxford University Press,1996). p.55.

associated with an assertion or a statement. Interrogative is usually related to questions. Imperative is linked with a command or request. Two kinds of speech acts made on the basis of structure are:

1) Direct Speech Acts

Direct speech acts are performed whenever there is a direct relationship between a structure and a function states by Yule. Similarly, Aitchison asserts that it is expressed overtly by the most obvious linguistic means. [24]In other words, direct speech acts do not have any implied meanings. The words or the expressions simply communicate the literal meanings. For example:

I am going to go shopping. (a declarative form)

Are you free tonight? (an interrogative form)

Give me the key. (an imperative form)

The utterances above show that direct speech acts do not represent other acts. The utterance (1) is used to make statements by means of declarative form. The utterance (2) functions as a question delivered through interrogative form. The utterance (3) is used as a command or request that is performed via imperative form.

2) Indirect Speech Acts

Most of the time, people communicate their intended meanings indirectly. Indirect speech acts occur whenever there is an indirect relationship between a structure and a function states by

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[24] Aitchison, J, *"Teach Yourself Linguistics"* (London: Hodder Headline, 2010). p.127.

Yule.[25] These speech acts are associated with another act. In line with Yule, Searle as cited in Cutting explained that when using indirect speech acts, someone wants to communicate a different meaning from the apparent surface meaning. [26]Such case happens in the use of declarative form. A declarative used to make a request is an indirect speech act. The example of the use of declarations is illustrated below:

> The cafe will close at 22.00 p.m.
>
> I hereby tell you about the time the café will close.
>
> I hereby request you to leave the café.

The utterance in (1) is a declarative. The utterance in (1), then, is paraphrased as in (2) when it is used to make a statement and thus functions as a direct speech act. Meanwhile, when it is used to make acommand/request as paraphrased in (3), the utterance functions as an indirect speech act.

Another example comes from the use of interrogative form paraphrase:

A: Do you have Russel's number?

B: Yes.

It is obvious that B's response, from the surface, simply functions as a question. However, the speaker is actually performing a request. He or she wants the hearer to give him or her Russel's

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[25] Yule, G, "*Pragmatics"* (Oxford: Oxford University Press,1996). p.55.
[26] Cutting, J, "*Pragmatics and Discourse"* (Florence, KY. USA: Routledge, 2002). p.19.

number by employing an interrogative form. In conclusion, the characteristic of indirect speech acts is that its literal meaning is different from its intended meaning.

B. Theory of Speech Acts

Austin was the creator of speech act theory: He made clear that **by saying something we do perform an action or just state things**. He also stated that there are differences in perceiving a speech act by differentiating a speech act into locution, illocution and perlocution.

The speech act theory was introduced by Oxford philosopher J.L. Austin in How to Do Things With Words and further developed by American philosopher J.R. Searle. It **considers the degree to which utterances are said to perform locutionary acts, illocutionary acts, and/or perlocutionary acts**.

Adolphs states that speech act theory assumes that utterances in language use perform certain actions and that those utterances can be understood by means of reference to the context in which they occur.

C. Conceptual Framework

The conceptual framework that used in this research is :
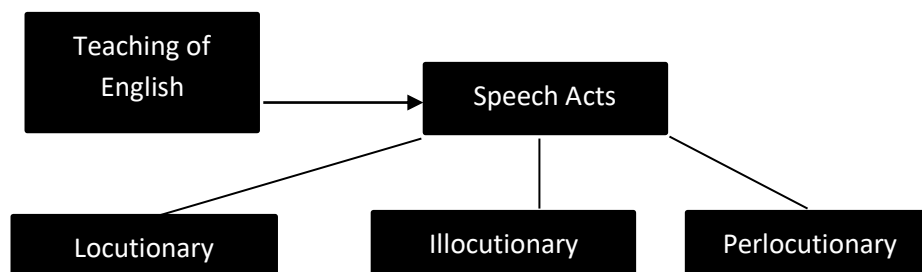
Figure 1. Conceptual Of The Teaching Of English

The conceptional framework above is describe about teaching and learning process in the classroom that consist of teacher and student of SMK Kartikatama 1 Metro. This research is focus to analyze the speech acts that cosist of three types namely : Locutionary acts, Illocutionary Acts and Perlocutionary Acts.

D. Theory of Learning

According to Brown, a search in contemporary dictionaries reveals that learning deals with "acquiring or obtaining knowledge of a subject or a skill by study, experience, or instruction". He, then, breaks down the definition of learning into more specific ways:

1. Learning is acquisition or getting.

2. Learning is retention of information or skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is a change in behavior.[27]

In preference to learning, there is another term which is often associated with learning called acquisition. Krashen as cited in Stern makes distinction between learning and acquisition. He claimed that language which is acquired

Furthermore, Allwright as cited in Harmer argues that language learning will take care for itself when learners are involved in the process of solving communication problems in the target language. He bases his hypothesis based on the way he had been teaching. He claims that the best way of learning language is when the learners are exposed to the language and forced them to use it instead of exposing the learners to grammar and vocabulary. It means that to successfully master the language, the learners need to use the language optimally.

From the definitions given above, it can be concluded that learning is a process of getting knowledge and skill through conscious way such as study and instruction which may also lead to a change in behavior.[28]

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[27] Brown, H.D, "*Principles of Language Learning and Teaching (4th Edition)*"(New York: Pearson Education, 2000). p.8.

[28] Brown, H.D, "*Principles of Language Learning and Teaching (4th Edition)*" (New York: Pearson Education 2000). p.18.

E. Theory of Teaching

Learning cannot be separated from teaching. Teaching is necessary to induce learning. In preference to the first definition of learning above, teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand, states by Brown. This definition, however, is not precise.

Brown then revised his definition of teaching stating that teaching deals with guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.[29]

In addition, Stern defines teaching, more specifically language teaching, as the activities which are intended to bring about language learning.[30] It indicates that teaching always goes hand in hand with learning. He, further, explains that language teaching cannot be merely interpreted as instructing a language class. Language teaching not only involves formal instruction or methods of training but also individualized instruction, self-study, computer- assisted instruction, and the use of media. Likewise, the supporting activities, such as the preparation of teaching materials, teaching grammars, or dictionaries, as well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.[31]

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[29] Brown, H.D, "*Principles of Language Learning and Teaching (4th Edition)*"(New York: Pearson Education 2000). p.8.

[30] Stern, H.H, "*Fundamental Concepts of Language Teaching*" (Oxford: Oxford University Press, 1983). p.21.

[31] Stern, H.H, "*Fundamental Concepts of Language Teaching*" (Oxford: Oxford University Press, 1983). p.21.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic of Research

In this study, the researcher used a Qualitative Descriptive Approach. Descriptive Research is a study that the researcher would collect the data to test research question to describe the facts of object and subjects that are precisely examine. The researcher used a qualitative approach because the research data is in the form of verbal language namely speech acts produced by the teacher and students at SMK Kartikatama 1 Metro and used qualitative in explaining the findings of the research conducts.[32]

Descriptive qualitative approach was the most suitable approach since this research was intended to analyze the types of speech acts performed by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro grade XI of Technic and Computer Engineering .

In a research, it is important to have a variable research. The one variable between another variable it has a relationship. The research of variable is divided into two kinds, the first variable Y namely Speech Acts and the second variable X namely Teaching and Learning Process. The variable X and Y are consider have influence where all the processes of variable X is influenced by variable Y in the classroom activity.

$$Y \longrightarrow X$$

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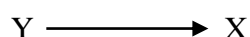
[32]Lodico, M.G., Dean, T.S., & Katherine, H.V., *"Methods in Educational Research: From Theory to Practice (2nd Edition)"*. San Fransisco: Jossey- Bass, 2010.

B. Data Resource

Research Setting and Time

This study was executed at SMK Kartikatama 1 Metro which is located in Kapten P. Tendean Street, Margorejo, South Metro, Lampung. The School was chosen because the researcher was the alumns of that school and for the subject of English in there was good. Having with it status, it will help and ease the researcher to collecting the data of the research.

In term of time, this research was conducted in academic year 2020. This took so long because in that year, the corona virus was came into this country so it cause the goverment gave the regulations that the activities in the school should be stopped to minimize the transmission of corona virus. It cause the researcher can't continued the research until now. The study then continued by online to ease the researcher to finish the research.

C. Data Collection Technique

1. Documentation

The data were obtained using a technique, namely observation. According to McMillan and Schumacher, observation is a way for the researcher to see and hear what is occurring naturally in the research site. The observation was conducted together with the audio-video recording process. The data was recorded using a handy-cam. Some procedures were then followed after conducting the observation.

2. Observation

Documentation is collecting of various documents that relevant to the research which can include the activity of teaching and learning process, and the conversation between teacher and students. As research information, it can help the researcher to prove the data.

3. Note

After recording the data, the researcher then write down the utterances then translating and analyze the data so that the data that is originally an oral form becomes written data so it can easily the researcher to understand it.

D. Data Analysis Technique

To analyze the data, the researcher applied six steps. The steps can be explained as follows:

1. Listening to the recording and trying to understand the utterances performed by the teacher.

2. Transcribing the data into the written form.

3. Listening to the recording again to check the accuracy of the data.

4. Selecting the data from the recording which are in accordance with the objectives of the study.

5. Recording the data into the data sheets

6. Classifying the data.[33]

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[33] McMillan, J.H., & Schumacher, S., "*Research in Education: Evidence-based Inquiry*", *(*London: Pearson Education Ltd, 2010).

Miles states that there are three activity in analysis of qualitative data. The first is reducting data, display drawing the data / verification. The steps are arrange to make the researcher easier in analyze the data. Here is the explanation :

1. Reducting the Data

    The researcher make the transcript of record data and the written data, then identify the types of speech act based on the utterances that produced by the teacher and student in the classroom.

2. Data Display

    The researcher analyze the types of speech acts and display the data about the utterances that used by teacher and student by using a table, then explanation and making percentage. The table as follow :

Activity	Speech Acts	Classification	Frequency
Introduction	Locutionary		
	Illocutionary		
	Perlocutionary		

Adapted from: Searle (1979)

Table 1. Speech Acts produced by teacher and student

Then the researcher make percentage of the data to know the usage of types speech act in the Teaching and Learning Process. Sugiyono states that the analysis is looking percentage. The formula of percentage :

P= F/N x 100%

Note: P= Precentage

F= Frequency

N= The sum of the Frequency

3. Drawing/Verification

The researcher make a conclusion drawing. Derive from the data display in the table, the next step is describing and interpreting the data so that the conclusions and verification of the used of speech acts based on the utterance that produced by the teacher and student in the Teaching and Learning Process can be explain.

CHAPTER IV

RESULT AND DISCUSSIONS

A. Description of Research Setting

1. Short History of SMK Kartikatama 1 Metro

The geographical location of SMK Kartikatama 1 Metro on Jalan Raya Mulyojati 16c Metro City. The history of the establishment of SMK Kartikatama 1 Metro. SMK Kartikatama is located on Jalan Raya Terminal Mulyojati 16c Bantul which was established together with the Krida Kartikatama Foundation which organizes the Junior, High School and Vocational High School Teaching Programs. The establishment of this Foundation since September 9, 1986 with the Deed of Notary Kanjeng Raden Tumenggung Suparjono Tejo Diningrat NO. 01/IX/1986.

However, at this time the SMK Kartikatama 1 Metro has moved its location on Kapten P. Tendean street, Margorejo, South Metro with a geographical position of -5.1415 latitude and 105.2999 longitude.

The vision and mission of SMK Kartikatama 1 Metro are :

The vision is the realization of superior achievements, having an entrepreneurial spirit and being independent based on IMTAQ. The mission are turning a burden person into a moral asset person and to produce graduates with entrepreneurial spirit who are independent and able to create jobs.

2. The Condition of Teacher and Official Employees at SMK Kartikatama 1 Metro

The numbers of the teacher and official employers in SMK Kartikatama 1 Metro in the academic year of 2021/2022 can be seen on the table below:
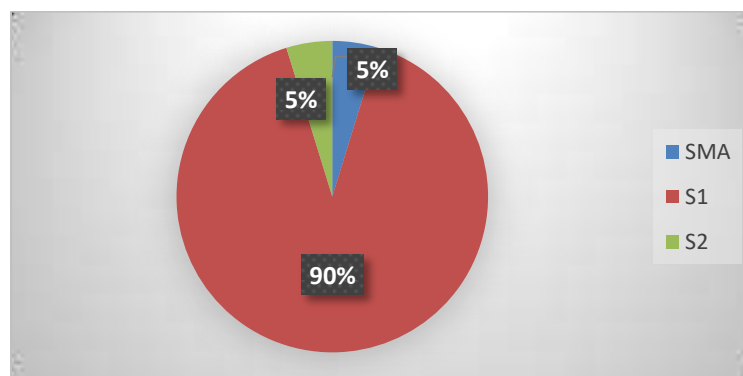
(Source: The Data of The Teacher Condition Got from the Headmaster of Kartikatama 1 Metro)

Figure 2. Number of teachers of SMK Kartikatama 1 Metro based on their educational background

The Condition of Teacher of SMK Karttikatama 1 Metro in Academic Years of 2021/2022

Table 2. The Condition of Teacher of SMK Karttikatama 1 Metro in Academic Years of 2021/2022

No	Name
1.	Drs. Abdul Badarudin
2.	AGUS RIFA'I, S.Pd
3.	Ana Fitriana, S.Pd

4.	Azhari Syamdari, S.Si
5.	Drs. Bardiyana
6.	Bonita Septriana, S.E
7.	Didik Herwanto, M.Ked, S.Pd
8.	Didik Setiadi, S.Pd
9.	Dwi Harmanto, S.Pd
10.	Fuad Mardi Alrosyid, S.Pd, M.Pd
11.	Ikhwan Arifin, S.Kom
12.	Drs. Mahsun Jauhari
13.	Marice Situngkir, S.Si
14.	Muhalim, A.Md, S.Kom
15.	NURLAILA HAFIDZ HAKIKI, S.Pd
16.	R. Wahyu Winardi
17.	Dra. Rahmawati
18.	Sareh, A.Md, S.Kom
19.	Siswanto, S,Pd
20.	Drs. Sutarno
21.	Drs. Tri Basuki

3. Students Quantity at SMK Kartikatama 1 Metro

The students quantity at SMK Kartikatama 1 Metro in the academic year of 2021/2022 is that can be seen on the figure below:
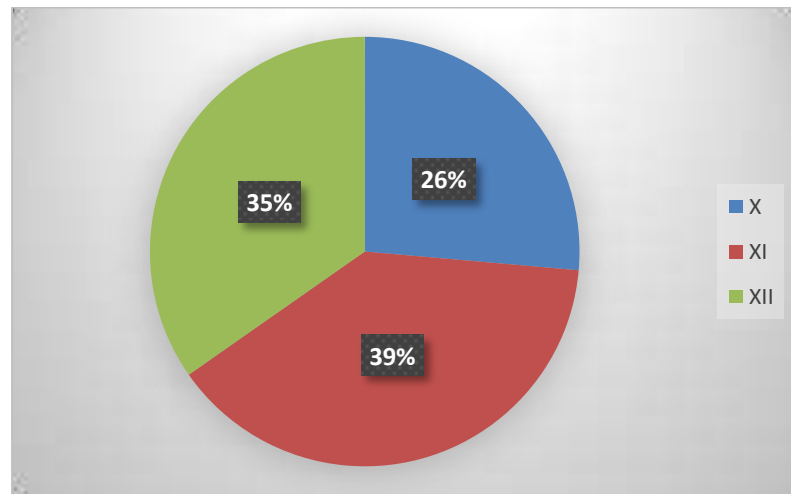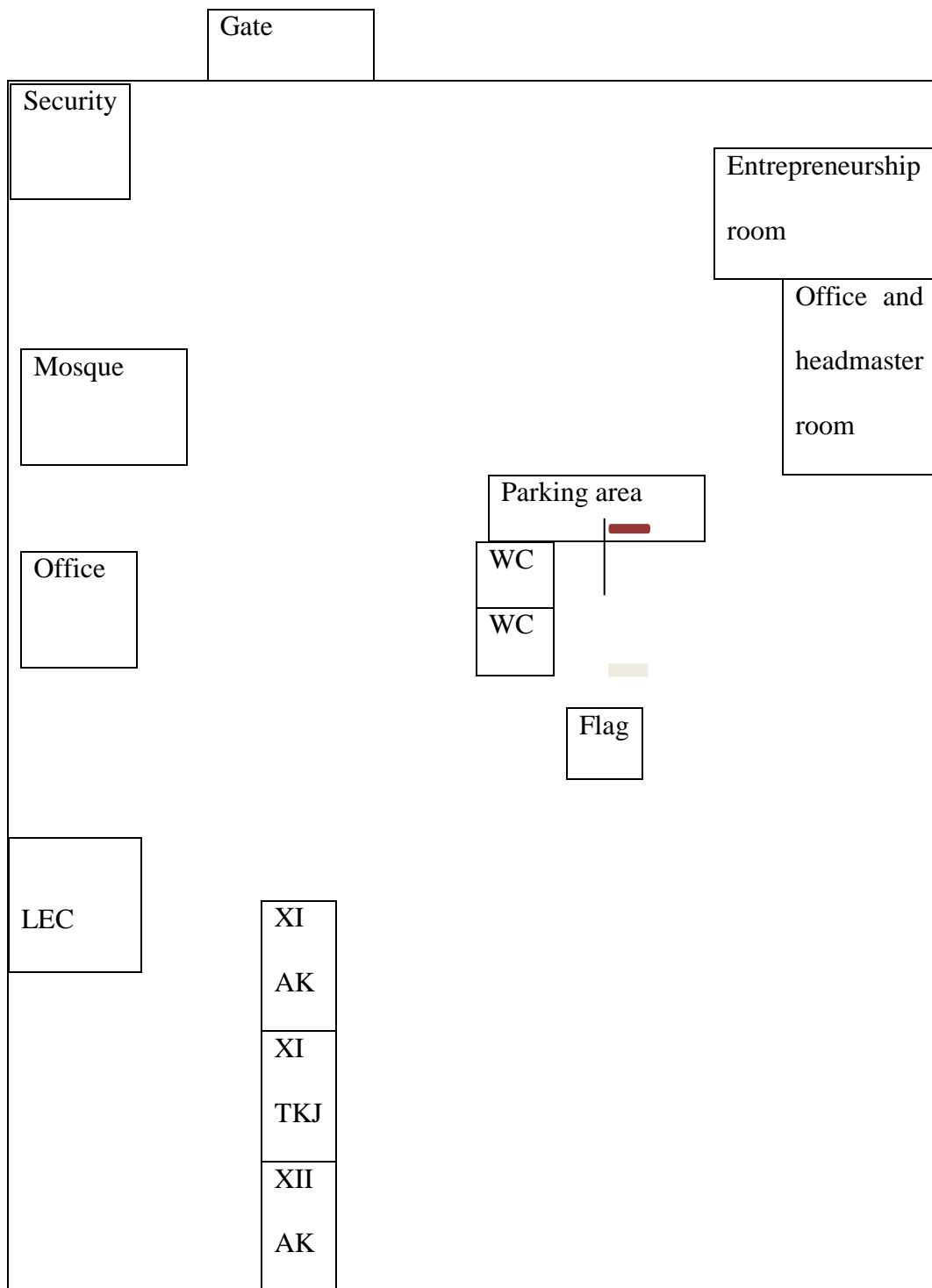
(Source: The Data of Students Quantity Got from the Teacher at SMK Kartikatama 1 Metro)
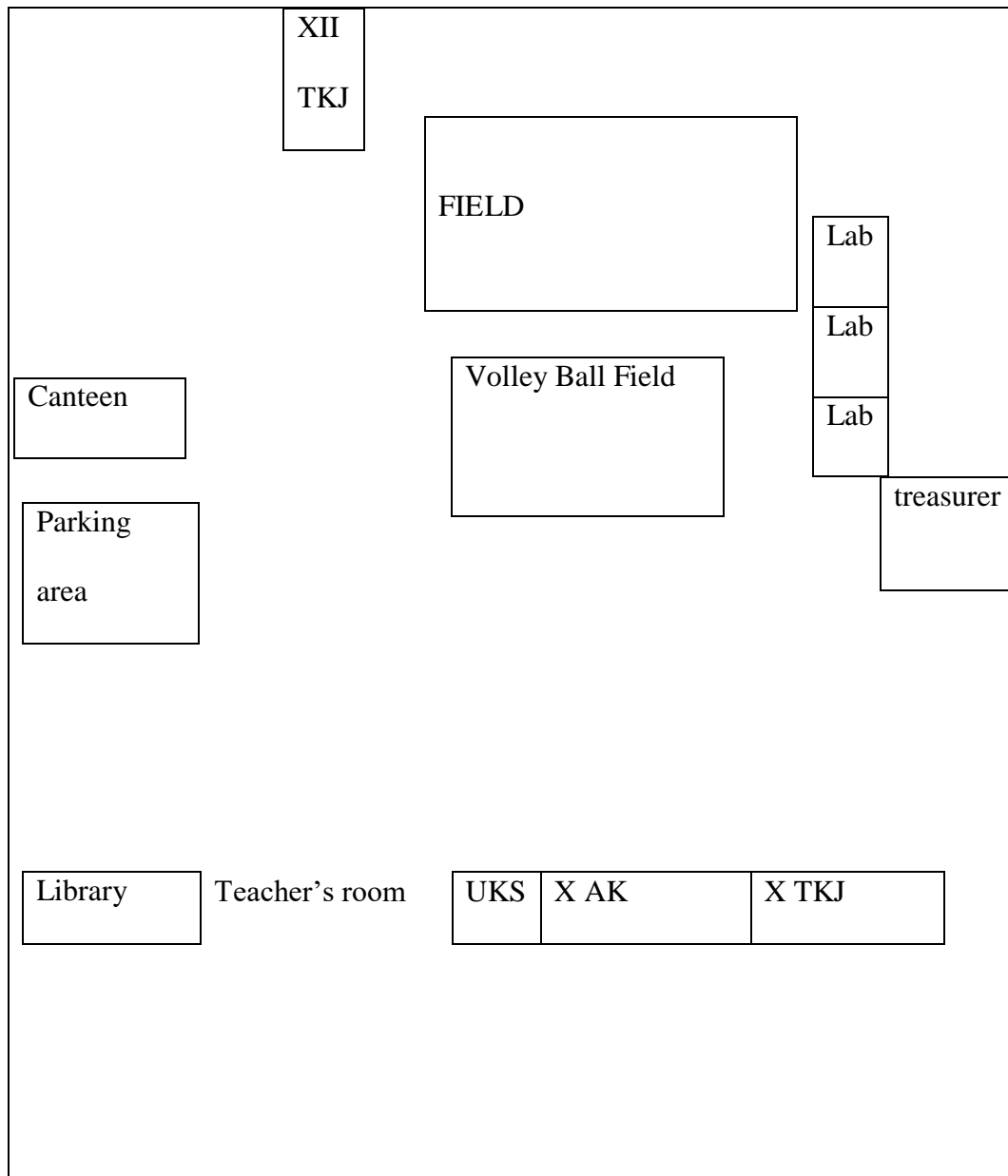
Figure 3. Number of Students of SMK Kartikatama 1 Metro in the Academic Year of 2021/2022

4. Location Sketch of SMK Kartikatama 1 Metro

Figure 4. The Location Sketch at SMK Kartikatama 1 Metro in the

Academic Year of 2021/2022

XII TKJ			

FIELD

Lab

Lab

Lab

Canteen

Volley Ball Field

treasurer

Parking area

Library	Teacher's room	UKS	X AK	X TKJ

B. The Result Of The Research

Therefore, the researcher analyzed the data by using calculating the

percentage types of speech acts that used by the teacher and students in teaching

and learning process at SMK Kartikatama 1 Metro. The researcher used a table to

show the data. The table used to make easier to know the percentage types of speech acts that used by the teacher and students.:

1. **Locutionary Act**

    In this part the data are put into table based on the percentage of locutionary acts in order to make them easily and clear. The data is bellow:

    Table 3. The Percentage data of Speech Acts that used by Teacher and Students

No	Locutionary Act	Frequency	Percentage (%)
1	Declarative	50	48%
2	Interrogative	33	32%
3	Imperative	25	28%
	Total	108	100%

    The researcher found 108 utterances are identified as locutionary act, 50 declarative acts utterances, 33 interrogative acts utterances, 25 imperative acts utterances.. It meant that 48% of them are declarative act, 32% are interrigative acts, 28% are imperative acts. Based on the explanation above, it can be concluded that the most dominant of speech acts that used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro is declarative speech act.

2. **Illocutionary Act**

    In this part the data are put into table based on the percentage of illocutionary acts in order to make them easily and clear. The data is bellow:

Table 4. The Percentage data of Speech Acts that used by Teacher and

Students

No	Illocutionary Act	Frequency	Percentage (%)
1	Representative	35	32%
2	Expressive	12	11%
3	Directive	59	55%
4	Commisive	2	2%
	Total	108	100%

The researcher found 108 utterances are identified as illocutionary act, 35 representative acts utterances, 12 expressive acts utterances, 59 directive acts utterances and 2 commisive acts utterances. It meant that 32% of them are representative act, 11% are expressive acts, 55% are directive acts and 2% are commissive acts. Based on the explanation above, it can be concluded that the most dominant of speech acts that used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro is directive speech act.

3. Perlocutionary Act

In this part the data are put into table based on the percentage of perlocutionary acts in order to make them easily and clear. The data is bellow:

Table 5. The Percentage data of Speech Acts that used by Teacher and

Students

No	Perlocutionary Act	Frequency	Percentage (%)
1	Direct	25	28%
2	Indirect	50	48%
3	Undetermined	33	32%
	Total	108	100%

The researcher found 108 utterances are identified as perlocutionary act, 25 intended acts utterances, 48 unintended acts utterances, 32 undetermined acts utterances.. It meant that 28% of them are intended act, 48% are unintended acts, 32% are undetermined acts. Based on the explanation above, it can be concluded that the most dominant of speech acts that used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro is unintended speech act.

C. Description of the Research Result

Description of Research Result refers to the research questions including of *What is the types of Speech Acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro? What is the most dominant Speech Acts that used in the Teaching and Learning Process at SMK Kartikatama 1 Metro? What is the Utterances that Produced by The Teacher and Student in The Teaching and Learning Process at SMK Kartikatama 1 Metro?*

From the item score, the frequency is obtained as follows :

1. **Speech Acts that used by the Teacher and Student in the Teaching and Learning Process at SMK Kartikatama 1 Metro**

    To analyze Speech Acts that used by the Teacher and Student in the Teaching and Learning Process, the researcher used an observation technique. Based on the observation in SMK Kartikatama 1 Metro about Speech Acts that used by the Teacher and Student in the Class of X TKJ that consist of 34 students, the researcher found four types of Speech Acts that produced by the Student and Teacher according to Searle's Theory those are Representative, Expressive, Directive and Commisives. The observation was conducted by the researcher in June. The researcher was found 108 utterances which contains of Speech Acts.

    a. Representative

    The researcher was found 35 utterances of Representative act that used by the teacher and student in the opening and main activity. During the opening activity, the teacher and student produced 2 utterances. The utterances is below :

    1) Confirming

    There were 2 utterances which categorized as confirming during the opening activity, 1 utterance produced by the teacher and 1 utterance again produced by the student. Those are :

    S : *Good Morning…*

    T : *Yaa I'm fine too..*

From the transcript, the researcher found the representative acts that performed by the teacher and student in the opening of the class. Those utterances of representative are classified into confirming, its happened when the students ask to the teacher about his condition, then the teacher answer with " Yaa I'm fine too". From this statement, it can conclude that the teacher stated that his condition was good at that time. In other meaning, the teacher was inform the student that he was good to start the lessons, and then the student answer the teacher's greeting namely " Good Morning..".

During the main activity, the researcher found 33 utterances that classified into representative act. It was consists of confirming, explaining, concluding and assertion

2) Confirming

There were 8 utterances can be categorized as confirming of representative speech acts during the teaching and learning process between teacher and student in main activity. The teacher produced 4 utterances and the student produced 4 utterances. The utterances which categorized as confirming can be seen in the transcript of dialog. The data is bellow :

T : *I choose.. you! Bener nggak present perfect itu S + V 3 ?*

S : ***Bener, bener pak…***

The utterances can be classified into confirming. The teacher ask the student is it true that the formula of present perfect is S + V 3 ?

then the student confirm that it was true by saying " Bener, bener pak.."

T : *Rumusnya beda-beda gak ini?*

S : **Iyaa…**

The utterances above can be classified into confirming. The teacher ask to student is the formula different or not? Then the student confirm that the formula is different with saying " Iyaa..".

T : *Look at the paper, silahkan dilihat kertas nya, this is very different with the last paper that I gave to you yesterday ya*

S : *Yess…*

This utterances also can be classified inti confirming. The teacher make sure that the paper that he gave last time was different with the paper that he gave at that time. Then the student also answer with " Yess.." to confirm that it was true. Next, the other utterances that can be classified into confirming is :

T : *Cepet kan ya jawab nya ya*

S : *Yaaa…*

This utterance can be classified into confirming because the teacher make sure the student that they fast to answer the task then the student confirm it with saying " Yaa".

3) Explaining

The researcher found the utterances that can be categorized into explaining during the teaching and learning process in the the main

activity. There were 12 utterances that performed by the teacher and 5 utterances that performed by the students. The data is bellow :

T : *Oke sudah ya.. Past tense rumusnya apa?*

S : *S + V2 + O*

T : *Present perfect apa diulangi?*

S : *Kegiatan yang sudah dilakukan*

T **:** *Oke rumusnya?*

S : *Subject + V3*

The utterances can be classified into explaining. The teacher ask the students about the material then the students try to explaining whats the teacher ask according to her.

T : *Kalau present perfect itu kan sudah ya, sudah itu pasti ada have atau has nya. Sebelumnya pasti di ikuti subjek ya, subjek dulu kemudian have atau has di ikuti V3 dan V3 itu wajib hukumnya ada have atau has, remember that ya. Present perfect digunakan untuk apa tadi?*

S *: Untuk kegiatan yang sudah di lakukan*

The utterances also can be classified into explaining. The teacher continues explain about the material. The students also listen the teacher and answer the question that the teacher ask to them. The other utterances that can be classified into explaining is :

T **:** *Beda-beda kalau ini pake S+V1 kalo ini pake S+V2 ini S + have/has + V3, do you understand it?*

S : Yess…

T : *Nah kalo yang ini have/has nya tinggal tambahkan not saja, kemudian interrogative nya tinggal pindahkan saja have/has nya di awal.*

From the utterances above can be seen that the teacher gave the explanation about the material to the students. Then the students also listen about the material carefully. Therefore the utterances above can be classified into explaining.

4) Concluding

The researcher found the utterances that can be categorized as concluding during the teaching and learning process in the main activity. There was 7 utterances that produced by the teacher which can classified into concluding.

T : *Oke jadi ini rumusnya simple past tense, kegiatan yang dilakukan di masa lampau, oke very good asnwer.*

S : *Yaaa…*

This utterances can be classified into concluding. The teacher give the information about the material. The teacher want to make sure back about students understand from the teacher explanation.

T : *Berarti kita bisa menyimpulkan tiga materi ini bakal keluar di semester nanti, soal nya bakal seperti ini kurang lebihnya bentuk positive, negative, interrogative, sisanya soal descriptive text, jadi*

nanti silahkan baca rumusnya, pahami dan ingat. Oke do you have

any question so far?

S : *ga ada*

From the utterances above, it can be classified into concluding, the teacher give the information that this material there will be in the semester.

5) Assertion

The researcher found the utterance that can be classified into assertion. It was produced by the teacher in the main activity.

T : *Usahakan jangan mencontek, yang penting kata kunci nya di pahami dulu.*

From the utterance above, it can be categorized as assertion. The teacher require the students to understand the keyword first to make they easy when they do the task.

Based on the data above, the researcher can concluded that the teacher and students produced 35 utterances of representative acts. The teacher produced 28 utterance, 1 utterance in the opening activity and 27 utterances in the main activity. Meanwhile, students produced 1 utterance in the opening activity and 6 utterances in the main activity.

b. Expressive Acts

The researcher found 12 utterances of expressives acts that performed by the teacher and students in the opening, main activity and

closing. During opening activity, the teacher and students produced 6 utterances of expressive act which is consist of welcoming and praising. The data is bellow :

1) Welcoming

There were 3 expressive statements that performed by the teacher in the opening activity. The data bellow :

T : *Assalamu'alaikum warahmatullah wabarakatuh*

S : *Wa'alaikumsalam warahmatullah wabarakatuh*

T *: Good Morning Class..*

S : *Good morning..*

T **: How are you today?**

S **: I'm fine, and you?**

T : *Yaa I'm fine too.* **Thank you**

From the data, the teacher used 3 expressives statements when he said welcoming to the students in the opening of the class and the students used 1 expressive statement. The teacher give the greeting to his students with saying salam "Assalamu'alaikum warahmatullah wabarakatuh" in Islamic greeting, then he greets the students with saying " Good Morning Class..", then the teacher ask to the students about their conditions by saying "How are you today?", From this moment, the teacher applied the expressive to greets the students. The students then saying " I'm fine, and you?" then the teacher answer it by saying " Yaa I'm fine too, Thank you." The teacher wants to

appreciate the students that they ask about the teacher's condition with saying "Thank you."

2) Praising

The utterance that produced by teacher can be classified as praising. The data is bellow :

T : *And then, next?*

S : *Simple Past Tense..*

T : **Ok good..**

The utterance above can be classified as praising. The teacher give the appreciate to the student because the student can answer the question correctly. In the main activity, the teacher performed 3 utterances that can be categorized as praising. For the example of the teacher's utterances can be seen in the data dialog transcript. The data is bellow : T : ***Ok, kegiatan yang dilakukan di masa lampau, Ok very good answer.***

S : *Yaa..*

From the utterances above, it can be classified into praising. The teacher gave the appreciate to the student because the student can answer the question correctly. Next, in the closing activity, the teacher performed 3 utterances that can be classified into expressive, and its divided into 2 types, there are leaving and thanking. The data is bellow: T : ***Ok because time is up, I think that's all, thank you very much and see u next time.***

T : *Assalamu'alaikum warahmatullah wabarakatuh*

S : Wa'alaikumsalam warahmatullah wabarakatuh

From the data, it can be categorizes as leaving and thanking. The utterances above can be concluded that the teacher would finish the class and thanking for the attention of the students during the lesson began. Then the teacher said islamic greeting "Assalamu'alaikum warahmatullah wabarakatuh" to close the class, then the students also answer the greeting.

Based on the data above, the teacher can concluded that during the teaching and learning process, the students and teacher produced 12 utterances of expressive acts. The teacher produced 11 utterances, 5 utterances in the opening, 3 utterances in main activity and 3 utterances in closing. Meanwhile, the student only produced 1 utterance in the opening activity.

c. Directive

The researcher found 59 utterances of directive that produced by the teacher during the teaching and learning process in the opening and main activity. In the opening activity, the teacher performed 4 utterances that can be categorized as asking and request. It can be found in the transcript dialog. The data is bellow :

1) Asking

There were 3 utterances that produced by the teacher which is classified as asking.

T : *Today we are going to study about our lesson today,* ***last time***

we have study about what? Do you remember?

S : *Present Perfect..*

T : ***Present Perfect, and before present perfect, any else?***

S : *Simple Present Tense..*

T :***And then, next?***S : *Simple Past Tense..*

The utterances above can be classified into asking, the teacher wants the students to answer the question about the materials last week.

2) Requesting

The utterance that can be classified as requesting that produced by the teacher is bellow :

T : ***I give you time to read all the materials, and then understand it then memorize the formula.***

Based on the utterance above, it means that the teacher wants the students to read their book and understand it with the time that given by the teacher. In the main activity, the researcher found 55 utterances that produced by the teacher which can be categorized as directive.

The utterances then can be classified into 5 types, there are asking, requesting, forbidding, suggesting and commanding.

1) Asking

There were 41 utterances that produced by the teacher during the teaching and learning process that can be claasified as

asking. The example about the utterances can be classified as asking can be seen in the dialog transcript. The data is bellow :

> T *: Oke sudah ya.. past tense rumusnya apa?*
>
> S *: S + V2 + O*
>
> T : *Ok Olivia, apa yang sudah dibaca ?*
>
> S : *Simple present tense, simple past tense dan present perfect.*

Based on the utterance, it can be categorized as directive speech act because the teacher ask to the students about the material last week, then the students respond it with the answer based on the book that they have read.

2) Requesting

The researcher found 7 utterances of directive that produced by the teacher during the teaching and leraning process, it can be categorized as requesting. The data can be seen in the dialog transcript. The detail is below :

> T : *Yaa present perfect di ulangi..*
>
> S : *Kegiatan yang sudah di lakukan..*

Based on the data, the utterance can be categorized as requesting because the teacher wants the student to repeat the answer and explain it.

3) Forbbiding

The researcher found 2 utterances that can be classified as forbidding, the utterances can found in the dialog transcript. The data is bellow :

T : *I hope that you switch off your application like WhatsApp, and then Youtube and then IG, Facebook dan lainnya please turn off ya matikan dulu, don't open it. Termasuk TikTok an jangan ya.*

Based on the utterance above, it can be seen as forbidding. The teacher do not allowed the students to open the application which do not usefull to teaching and learning process.

4) Suggestion

The researcher found the utterance that can be categorized as suggestion, here is the data :

T : *Yakinkan dulu jawaban nya ya*

Based on the data, it can be seen that the teacher give the suggest to the students to make sure their answer to afoid the wrong answer.

5) Commanding

The researcher found 4 utterances that produced by the teacher and it can be classified as commanding, the data can be seen in the dialog transcript. The data is bellow :

T : *Please share it, ayo jalan satu-satu.*

S : *(Share the paper)*

T : ***Ok yang lainnya 6 sampai 10 dikerjakan.***

S : *(doing assignment)*

Based on the data above, the teacher gave the students instruction to share the paper then doing the task, then the student do it based on the teacher's instruction.

d. Commisives

The researcher found 2 utterances that can be categorized as commissive. The 1 utterance performed by the teacher in the opening activity namely offering and the 1 utterance performed by the student namely refusing in the main activity.

1) Offering

In the opening, the teacher produced speech act that can be classified into offering. The data is bellow :

T : ***If you have any question, you may ask ya.***

Based on the utterance above, it means that teacher give the permission to the students if they have any question to ask, they may ask then the teacher will answer it but if the students do not have any question, they don't ask to the teacher.

2) Refusing

In the main activity, the researcher found the utterance that produced by the student that can be categorized as refusing. The data is bellow :

T : *Yakin? Ok kita kunci jawabannya. Yak S + V3 kira-kira bener apa enggak? Present perfect.. tad ikan sudah mbaca to, kalo udah setuju katan YA. Setuju?*

S *: Enggak..*

Based on the utterance that produced by the student, it can be concluded that the student do not agree with the answer, because the students think that the answer is wrong, so the students refuse it with saying "Enggak.."

Based on the results above, the researcher makes the table about speech acts that used by the teacher and students in the opening activity, main activity and closing.

Table 6. Types of Speech Acts used by the Teacher and Student in Opening Activity

Activity	Types of Speech Act	Classification of Each Kinds of Speech Acts	Frequency
Opening	Representative	Welcoming	2
	Expressive	Welcoming Praising	6
	Directive	Asking Request	4
	Commisives	Offering	1
Total			**13**

Based on the table above, the researcher found 13 utterances that used by the teacher and students in the opening activity. English teacher and students of SMK Kartikatama 1 Metro used four types of speech acts in the opening activity, those are representative, expressive, directive and commissive. From 13 utterances, representative was used 2 times, expressive used 6 times, directive 4 times and commissive 1 time.

Table 7. Types of Speech Acts that used by the Teacher and Students in Main

Activity

Activity	Types of Speech Acts	Classification of Each Kinds of Speech Acts	Frequency
Main Activity	Representative	Confirming Explaining Concluding Assertion	33
	Expressive	Praising	3
	Directive	Asking Request Forbidding Suggesting Requesting	55
	Commisive	**Refusing**	**1**
Total			**92**

Based on the table above, the researcher found 92 utterances that used by the teacher and students in the main activity. English teacher and students of SMK Kartikatama 1 Metro used four types of speech acts in the main activity, those are representative, expressive, commissive and directive. From 92 utterances, representative was used 33 times, expressive used 3 times, commissive used 1 time and directive 55 times.

Table 8. Types of Speech Acts that used by the Teacher and Students in Closing Activity

Activity	Types of Speech Acts	Classification of Each Kinds of Speech Acts	Frequency
Closing	**Expressive**	**Leaving**	**3**

Based on the table above, the researcher found 3 utterances that used by the teacher in the closing activity. English teacher of SMK Kartikatama 1 Metro used one type of speech acts in the closing activity namely expressive and it is used 3 times.

Based on the explanation above, the researcher give a table of types of speech acts used by English teacher and students in SMK Kartikatama 1 Metro to give the clear data findings related to types of speech acts based on Searle's theory.

The data can be seen in the following table :

Table 9. Types of Speech Acts used by Teacher and Students in Teaching and Learning Process

Activity	Types of Speech Acts	Classification of Each Kinds of Speech Acts	Frequency
Opening	Representative	Welcoming	2
	Expressive	Welcoming	5
		Praising	1
	Directive	Asking	3
		Request	1
	Commisive	Offering	1
Main Activity	Representative	Confirming	8
		Explaining	17
		Concluding	7
		Assertion	1
	Expressive	Praising	3
	Directive	Asking	41
		Requesting	7
		Forbidding	2
		Suggesting	1
		Commanding	4
	Commisive	Refusing	1
Closing	Expressive	Leaving	3
Total			108

Based on the data above, the researcher found 108 utterances during teaching and learning process performed by teacher and students. English teacher and students of SMK Kartikatama 1 Metro used four types of speech acts during teaching and learning process, those are representative, directive, expressive and commissive. English teacher produced 99 utterances than the students produced 9 utterances. From 108 utterances, representative speech acts was used 35 times, expressive speech act 12 times, directive 59 times and for commissive 2 times. In the English teacher and students, directive speech acts was dominant used in the teaching and learning process than the other speech acts, the kinds of directive speech acts that dominant used is asking. Asking was used by the teacher during teaching and learning process 41 times.

D. Discussion

This section presents the discussion of the research findings. There was problem statements proposed in this study and the discussion only focus on it. As mentioned in the previous chapter, the aims of the study are to identify the types of speech acts that produced by the teacher and students in teaching and learning process at SMK Kartikatama 1 Metro and to know what is the most dominant and the utterances that used in the teaching and learning process at SMK Kartikatama 1 Metro.

1. Speech Acts that used by the teacher and students in the teaching and learning process

In analyzing the data, the researcher used Searle theory. Searle divides the speech acts into five categorize, those are representative, expressive, directive,

commissive and declaration but the researcher only focus on directive, assertive, expressive and commisive. After conducting the research, the researcher found four types of speech acts that used by the teacher and students in the teaching and learning process in class X TKJ of SMK Kartikatama 1 Metro based on the observation on June, 2022. They were representative, expressive, directive and commissive.

a. Representative Acts

In the opening and main activity, English teacher and students used representative act to confirming the question before. English teacher and students answer the question in accordance with the reality seen, when speaker say "I'm fine too" the speaker describe about his condition as hir believe. It in line with the theory that produced by Searle the point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something is being the case, to see truth of the expressed proposition. When speaker say "I call him a liar", the speaker describe someone as a liar as the speaker believe based on Searle.

b. Expressive Acts

In the opening and main activity, English teacher and students used expressive speech acts to express what they feel. Speaker describe their gratitude and condition with the other speaker. It in line with theory of Searle, the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.

c. Directive Acts

Directive acts is the most dominant speech acts that used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro. It happens because while teahing, the teacher always ask to the students related to the lessons, the teacher also give the suggestion, command, and forbid to the students especially in main activity. It in line with the theory of Yule, directive speech acts is an utterance of speaker to make the hearer do or respons something for the speaker.

d. Commisive Acts

In the opening and main activity, the teacher and students used commissive speech act to commit themselves to some course of future actions. It in line with theory of Searle, in performing commisives, an intention is expressed by the speaker and the proposition in terms of future act will be done by the speaker. Based on data findings, the researcher can concluded that there are four types of speech acts that used by the teacher and students in the taching and learning process at SMK Kartikatama 1 Metro. English teacher and students produced 108 utterances. The teacher produced 99 uterances than the students produces 9 utterances. From 99 utterances of English teacher, 28 utterances in representative, 11 utterances in expressive, 59 utterances in directive and 1 utterance in commissive. Meanwhile, from 9 utterances of students, 7 utterances in representative, 1 utterance in expressive and 1 utterance in commissive.

2. The Most Dominant

In this research, the researcher found 3 types of speech acts, namely locutionary, illocutionary, and perlocutionary. From these three types, the researcher analyzed them. Researcher found one type of speech act that was more dominant in this study. What is more dominant in this study is the illocutionary act. In this part the data are put into table based on the percentage of illocutionary acts in order to make them easily and clear. The data is bellow:

Table 4. The Percentage data of Speech Acts that used by Teacher and Students

No	Illocutionary Act	Frequency	Percentage (%)
1	Representative	35	32%
2	Expressive	12	11%
3	Directive	59	55%
4	Commisive	2	2%
	Total	108	100%

The researcher found 108 utterances are identified as illocutionary act, 35 representative acts utterances, 12 expressive acts utterances, 59 directive acts utterances and 2 commisive acts utterances. It meant that 32% of them are representative act, 11% are expressive acts, 55% are directive acts and 2% are commissive acts. Based on the explanation above, it can be concluded that the most dominant of speech acts that used by the teacher and students in the teaching and learning process at SMK Kartikatama 1 Metro is directive speech act.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher devided into two points, they are conclusion and suggestion.

A. CONCLUSION

Based on the findings and discussion, the researcher foud four types of speech acts that used by the teacher and students of class X TKJ of SMK Kartikatama 1 Metro during teaching and learning process. There were four types of speech acts used by the teacher and students from 108 utterances. They were representative acts, exspressive acts, directive acts and commissive acts. The teacher produced 99 utterances and the students produced 9 utterances.

B. SUGGESTION

Based on the conclusion that have been explained above, some suggestions would be directed toward the English teacher, students and other researcher.

1. To English Teacher of Class X TKJ at SMK Kartikatama 1 Metro

    Language teaching especially on the language phenomena related to speech acts especially assertive, directive and expressive. It is advisable for English teachers to use English optimally and teach the students the importance of speech act so that the students are aware of how language

should be used. The teachers should also consider giving students more opportunities to engage them in the classroom interaction.

2. To Students of Class X TKJ at SMK Kartikatama 1 Metro

   The students are expected to learn and explore more about pragmatics especially on the study of speech acts. By understanding speech acts, the students would be more aware of how the language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speaker's intended messages.

3. To the next Researcher

   The researcher expected that the limitation of this research encourage other researchers who wish to carry out similar study to investigate more about speech act. It is also suggested to enlarge the study by investigating all types of speech acts since the present study has not explored it yet. Moreover, could make some progress of this study.

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APPENDICES

APPENDIX A : Instrument

OBSERVATION SHEETS FOR STUDENTS

Name :

Subject :

Date/ Time :

       Speech Acts Produced by the Student of SMK Kartikatama 1 Metro during English Teaching and Learning Process.

Activity	Speech Acts	Classification	Frequency
Introduction	**Locutionary**		
	Illocutionary		
	Perlocutionary		
Main Activity	**Locutionary**		
	Illocutionary		
	Perlocutionary		
Closing	**Locutionary**		
	Illocutionary		
	Perlocutionary		

OBSERVATION SHEETS FOR TEACHER

Name :

Subject :

Date/ Time :

    Speech Acts Produced by the Teacher of SMK Kartikatama 1 Metro during English Teaching and Learning Process.

Activity	Speech Acts	Classification	Frequency
Introduction	**Locutionary**		
	Illocutionary		
	Perlocutionary		
Main Activity	**Locutionary**		
	Illocutionary		
	Perlocutionary		
Closing	**Locutionary**		
	Illocutionary		
	Perlocutionary		

APPENDIX B : Data Results

TRANSCRIPT

T : Assalamu'alaikum warahmatullah wabarakatuh

S : Wa'alaikumsalam warahmatullah wabarakatuh

T : Good Morning Class…

S : Good Morning..

T : How are you today?

S : I'm fine, and you?

T : Yaa I'm fine too. Thank you

T : Today we are going to study about our lesson today.. Last time we have already studied about what? Do you remember?

S : Present Perfect..

T : Present perfect, and then before present perfect, any else? Do you still remember? Take out your book

S : Simple Present Tense..

T : And then, next?

S : Simple Past Tense..

T : Ok good, the three of the materials have already learnt.. Ok you have a note book, I give you time to read all the materials, and then understand it then memorize the formula, silahkan saya berikan waktu kurang lebih 10 menit, baru setelah itu saya akan kasih pertanyaan. I hope your note book is complete enough, if you have any question you may ask ya.

S : (reading their note book)

T : oke sudah ya… past tense rumus nya apa?

S : S + V2 + O

T : Ok, jadi ini rumusnya simple past tense.. kegiatan yang dilakukan di masa lampau. Ok very good answer.

S : Yaaa…

T : Ok from Ladies, what is your name?

S : Olivia mr..

T : Olivia.. OK apa yang sudah dibaca?

S : Simple present tense, simple past tense dan present perfect.

T : Yaa, present perfect diulangi

S : Kegiatan yang sudah dilakukan

T : Oke rumusnya?

S : Subject + V3

T : I choose… you! Bener nggak present perfect itu S + V3 ?

S : Bener, kayaknya bener pak…

T : Yakin? Ok kita kunci jawaban nya. Yak S + V3 kira-kira bener apa enggak? Present perfect.. tad ikan udah mbaca to, kalo udah setuju katakana YA. Setuju?

S : Enggak..

T : oh enggak? Kenapa gak setuju nya ?

S : Kurang have atau has.

T : Yes, kurang have atau has. You have to remember, kalau present perfect ini kan sudah ya, sudah itu pasti ada have atau has nya. Sebelumnya pasti di ikuti subject ya, subject dulu kemudian have atau has kemudian di ikuti V3. V3 itu wajib hukumnya ada have atau has, remember that ya, Present perfect digunakan untuk apa tadi ?

S : kegiatan yang sudah dilakukan.

T : OK good answer. Nah sekarang simple past tense. Simple past tense setuju gak kalo rumusnya S+V2 ?

S : Enggak.. Setuju..

T : Kenapa kok setuju ? Ini kegiatan nya digunakan untuk apa?

S : Masa lalu..

T : Jadi kalo kalian punya masalalu, entah itu sedih entah itu Bahagia ya pakek simple past tense. Kemudian kalo simple present gimana? Di gunakan untuk apa?

S : Sehari-hari…

T : Coba gunakan present tense atau simple present tense. Rumusnya beda-beda gak ini ?

S :   Iya…

T :   beda-beda kalo ini pake S+v1 kalo ini pake S+V2 ini S + have/has + V3, do you understand it?

S :   Yesss

T :   negatifnya pake apa ini ?

S :   S + don't/doesn't + V1

T :   Berarti kalo interrogative nya pake apa ini ?

S :   Do/does + S + V1 ?

T :   Kalo yang ini bagaimana ?

S :   S + didn't + V1

T :   Nah kalo yang ini have/has nya tinggal tambahkan not saja, kemudian interrogative nya tinggal pindahkan saja have/has nya di awal. Ok that is the only review saja kita pembahasan ulang and then today we're going to analyze about question ya, and then I give you assignment same like yesterday ya tak bagikan satu paper satu bangku ya. Please share it. Ayo jalan, satu-satu.

S :   (share the paper)

T :   Ok what time is it?

S :   hampir jam 9

T :   OK have you hold the paper? Sudah dipegang semua ya?

S :   Yess

T :   Look at the paper, silahkan dilihat kertasnya, this is very different with the last paper that I gave to you yesterday ya.

S :   Yess

T :   silahkan dibandingkan kira-kira sama apa enggak. Beda ya ?

S :   Iyaa

T :   Ok, number one and number two that is how to make a sentences correctly, silahkan diterka yang mana kira-kira. Kalo ada kata every berarti itu simple present. Subject nya apa disitu pilihan nya ?

S :   She

T :   ini subject, and then ada kata visited, and then in the zoo. Kata kerjanya mana ini ?

S :   Ini,,,

T :   oke yang mana yang benar, do you get the answer?

S :   Yaaa

T :   jawaban nya yang mana?

S :   yang C

T :   Okey yang C ya, apa itu ? she doesn't visit the zoo every year, ini bentuk apa ini, bentuk ne..gatif, kemudian kita tau bentuk apa kalimatnya? Apa alasannnya?

S :   Bentuknya simple present

T :   darimana tau nya?

S :   Every year

T :   Ya ada kata every, dari kegiatan sehari-hari ya, ini merupakan ciri-ciri dari bentuk simple present, maka dia menggunakan bentuk doesn't negatifnya.Next number two, disitu ada kata apa itu, ada a week ago, ini punya siapa ini ? ago artinya yang lalu berarti punya siapa?

S :   Simple past tense…

T :   berarti rumusnya kalo yang positive adalah V2 terus negatifnya pake didn't berarti yang mana pilihannya ?

S :   B

T :   yakinkan dulu jawaban nya ya

S :   A pak

T :   pasti yakin jawaban nya ?

S :   gak yakin, yang Panjang pak

T :   yaudah kita pilih yang A sama yang B karna yang satu panjang yang satu pendek, nah perhatikan subject nya kan Andy ya, kita lihat ciri-cirinya dimana, a week ago nya simple past tense. Berarti kalau yang jawaban A disitu Andy ada imbuhan S, bagaimana ? kalo tadi menggunakan kata every day benar, and ada imbuhan S. tapi kan ini kan a week ago, berarti kita gunakan rumus nya yang disini. Berarti kata send dimana? Jadi apa V2 nya? Jadi kata sent. Bagaimana? Silahkan hp nya digunakan cari list of irregular verb googling.

S :   okee

T :   oke sekarang yg nomor 3 jawabannya apa?

S :   yang B

T :   cepet kan ya jawab nya ya

S :   yaaa

T :   ok number 4, my uncle stayed at home yesterday, Verb berapa itu stayed?

S :   dua

T :   berarti jadi apa? Jadi didn't. sekarang interrogative form. Yang digaris bawahi adalah kata apa? Kata give, ini adalah kata kerja verb berapa ini?

S :   Verb one

T :   Oke kalo verb 1 berubahnya jadi apa?

S :   jadi don't

T :   yang mana ?

S :   yang E

T :   tapi perintahnya suruh apa itu?

S :   Interrogative

T :   berarti memindahkan don't ini yang do nya dipindahkan dimana ?

S :   diawal

T :   so the answer I ?

S :   D

T :   Ok yang lainnya 6 sampai 10 silahkan dikerjakan. Langsung dijawab disitu gak papa. You can search list of irregular verb by googling ya silahkan, but I hope that you switch off your application like WhatsApp, and then YouTube and then IG, Fesbuk dan lainnya please turn off ya matikan dulu, don't open it. Termasuk Tiktokan jangan ya.

S :   Hehehe

T :   Dah silahkan dikerjakan. You can put your head together.

S :   (doing assignment)

T :   Have you finished? Ok kita bahas ya, kata kunci nya apa ini ?

S :   Children

T :   Children itu subject lo.. yang digarisi adalah kata ker.. ja.

S :   Speak pak

T : kemudian ini adalah Verb berapa ini coba dilihat di list of irregular verb, verb ke dua nya apa?

S : Spoke

T : ketiga nya apa ?

S : Spoken

T : ini verb satu jadi do atau jadi don't, maka jawaban nya adalah yang A

S : wiss,,,bener

T : Next number 9, kamu. Nomor 9 yok, interogatifnya ? jawaban nya ?

S : yang B

T : yaa hanya mindahkan saja, kenapa? Karena karna have/has di ikuti verb 3 hanya nambahakan nt saja apa haven't atau hasn't. next number ten, terakhir. The girl didn't go to Bandung, nah berarti itu adalah bentuk negative, negatve nya adalah didn't go, verb berapa ini ?

S : Dua

T : nyari verb dua nya dari mana ?

S : Go, went

T : OK good answer. The girl went to Bandung. Udah cukup yaa. Ok class listen up! SSShhhhhh….. hari ini kita sudah belajar apa saja ?

S : Simple present, simple past tense dan present perfect.

T : berarti kitab isa menyimpulkan tig aini materi ini bakal keluar di semester nanti, soalnya bakal seperti ini kurang lebih nantinya, bentuk positive, negative, interrogative, sisanya soal descriptive text, jadi nanti silahkan baca rumusnya pahami dan di ingat. Usahakan jangan mencontek. Yang penting kata kunci nya dipahami dulu. Oke dou you have any question so far?

S : ga ada

T : Oke because time is up, I think that's all thank you very much, see u next time because this the last meeting for us, jadi kita nanti menghadapi semester test, saya harap semuanya bisa lulus semua nilainya di atas 70.

S : Aamiin…

T : Asaalamu'alaikum warhmatullah wabarakatuh

S : Wa'alaikumsalam warahmatullah wabarakatuh

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Nomor : B-0765/In.28.1/J/TL.00/4/2020
Lampiran : -
Perihal : **Izin Pra-Survey**

Kepada Yth.,
Kepala SMK KARTIKATAMA 1 METRO
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

Nama Mahasiswa : VIVI ANJANI
NPM : 1601070056
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO

untuk melakukan *pra-survey* di SMK KARTIKATAMA 1 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 07 April 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

DINAS PENDIDIKAN DAN KEBUDAYAAN PROVINSI LAMPUNG
SEKOLAH MENENGAH KEJURUAN (SMK)
SMK KARTIKATAMA 1 METRO
Jl. Kapten P. Tendean Margorejo Metro Selatan Kota Metro Lampung
Website :www.smkkartikatama1metro.sch.id / Email : smk.kartikatama@gmail.com
NSS : 402120905014 / NPSN : 10807571

Nomor : 135/SMK/KT-1/IV/2020
Lamp : -
Hal : Balasan Pra-Survey

Kepada
Yth.Bapak / Ibu Dekan IAIN Metro
Di –

Tempat

Berdasarkan Surat Izin Penelitian Nomor : B-0765/In.28.1/J/TL.00/4/2020 yang bertandatangan di bawah ini Kepala SMK Kartikatama 1 Metro menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama	: VIVI ANJANI
NPM	: 1601070056
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan IAIN Metro

yang bersangkutan diizinkan melakukan Penelitian di SMK KARTIKATAMA 1 METRO dalam rangka penyelesaian tugas Skripsi dengan judul : *"Speech Acts Analysis of Teacher and Student in Teaching and Learning Process at SMK Kartikatama 1 Metro"*.

Demikian surat ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Metro, 15 April 2020
Kepala SMK Kartikatama 1 Metro

FUAD MARDI AL ROSYID, M.Pd
NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2014/In.28.1/J/TL.00/05/2022
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: VIVI ANJANI
NPM	: 1601070056
Semester	: 12 (Dua Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO

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, 27 Mei 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

Nomor : /In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala sekolah SMK Kartikatama 1
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: /In.28/D.1/TL.00/06/2022, tanggal 14 Juni 2022 atas nama saudara:

Nama	:	**VIVI ANJANI**
NPM	:	1601070056
Semester	:	12 (Dula Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK Kartikatama 1 Metro dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul **"SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO IN ACADEMIC YEAR 2022/2023 "**

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN KRIDA KARTIKATAMA METRO
SEKOLAH MENENGAH KEJURUAN (SMK)
SMK KARTIKATAMA 1 METRO
Jl. Kapten P. TendeanMargorejo Metro Selatan Kota Metro Lampung
Website :www.smkkartikatama1metro.sch.id / Email : smk.kartikatama@gmail.com
NSS : 402120905014 / NPSN : 10807571

Nomor : 120/SMK/KT-1/VI/2022
Lamp : -
Hal : **BalasanPenelitian**

Kepada
Yth.Bapak / IbuDekanInstitut Agama Islam Negeri Metro
Di –
       Tempat

Berdasarkan Surat Izin Penelitian Nomor : B-24 18/In.28/D.1/TL.00/06/2022 yang bertandatangan di bawahiniKepala SMK Kartikatama 1 Metro menerangkanbahwaMahasiswatersebut di bawahini :

Nama	: VIVI ANJANI
NPM	: 1601070056
Program Studi	: Tadris Bahasa Inggris
Semester	: 12 (Dua Belas)
Fakultas	: Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Metro

yangbersangkutan diizinkan melakukan Penelitian di SMK KARTIKATAMA 1 METRO dalamrangka penyelesaian tugas Skripsi dengan judul : *"SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO".*

Demikian surat ini kami buat dengansebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Metro, 14 Juni 2022
Kepala SMK Kartikatama 1 Metro

FUAD MARDI AL ROSYID, M.Pd
NIP -

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

SURAT TUGAS

Nomor: B-2417/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**VIVI ANJANI**
NPM	:	1601070056
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMK KARTIKATAMA 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "SPEECH ACTS ANALYSIS OF TEACHER AND STUDENT IN THE TEACHING AND LEARNING PROCESS AT SMK KARTIKATAMA 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 13 Juni 2022

Mengetahui
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-630/In.28/S/U.1/OT.01/06/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Vivi Anjani
NPM	: 1601070056
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070056

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, 03 Juni 2022
Kepala Perpustakaan

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : VIVI ANJANI

NPM   : 1601070056

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 10 Mei,2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

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

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

Nama : VIVI ANJANI   Jurusan : TBI
NPM : 1601070056   Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	6/7		Revise proposal. Read Guidance book Bring your Research	
	15/21/10			
	17/22/2		Acc Seminar	

Mengetahui
Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing 2

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
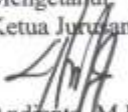**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : VIVI ANJANI   Jurusan : TBI
NPM : 1601070056   Semester : XII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	8/22 6		Acc Result	
	29 22		Revise yre Rever Dafa 1	
	8/23 1		Bome pll Chapter	
	30/23 5		Acc Magye!	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP 19871102 201503 1 004

Dosen Pembimbing I

Andianto, M.Pd.
NIP. 19871102 201503 1 004

DOCUMENTATION

CURRICULUM VITAE

Vivi Anjani. She was born on June 15th, 1998 in Metro City. She is the second born of three siblings from the marriage of her parents Mokhtar Effendi and Sumariah. In 2004 she registered as student in Elementary School 5 of west metro, graduated in 2010.Then she continued her study at Junior High School of 5 Metro and graduated in 2013. Afterwards, she graduated at Vocational High School of Kartikatama 1 Metro and graduated in 2016. In the same year, she continued her study at Study Program English Education Department the Faculty of Teacher Training and Education State Islamic Institute of Metro. She finished her thesis by the title "*Speech acts analysis of teacher and student in teaching and learning process at SMK Kartikatama 1 Metro*".