A PRAGMATIC ANALYSIS OF CLASSROOM SPEECH ACTS IN THE ENGLISH TEACHING AND LEARNING PROCESS AT THE EIGHT GRADE OF SMP N 1 WAY TENONG

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

This research aimed to analyze the types of speech acts performed by the English teachers and know the function of direct and indirect speech acts applied in the English teaching and learning activities at the eight grade of SMP N 1 Way Tenong.

This research used descriptive-qualitative. The focused of this research was types of illocutionary speech acts of the English teachers and students and sub focused of this research the illocutionary speech acts based on Searle's theory and the function of direct and indirect speech acts based on Yule's theory. The main instrument involved in the entire research process, from research design to the data preparation. The data were obtained through conducting observations accompanied by audio-video recording, then the data was transcribed into written form and analyze used the speech act theory proposed by Searle.

The research findings showed that there were four types of speech acts performed by the teachers and students namely representative, directive, expressive, commissive and function of the direct and indirect there were statement, question, and command. It was concluded in this research the declarative speech acts were not found and the most frequently used illocutionary acts were directives, while the least frequent illocutionary acts went to commissives. The illocutionary forces performed by the teachers and students were varied. For the data on illocutionary speech acts 60 data were obtained. Questioning appeared to be the most dominant illocutionary forces. The functions obtained there were a statement for something to state, a question for an expression of someone's curiosity about something and a command for an expression that give orders.

Keywords : *Pragmatics, Speech Acts, English Teaching and Learning Process, Function Direct and Indirect, SMP N 1 Way Tenong*

DECLARATION

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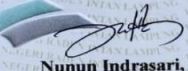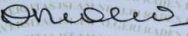|		
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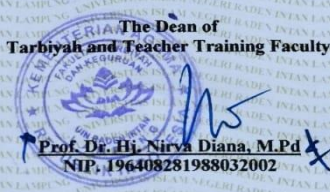
MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَٱنصَبْ (٧) ﯗَ

وَإِلَىٰ رَبِّكَ فَٱرْغَب (٨)

"Because indeed after difficulty there is ease, indeed after difficulty
there is ease, so when you have finished (an affair), work seriously on
another (affair), and only in your Lord should you hope".

(QS. Al-Insyirah 94: 5-8).[1]

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[1] *Al-Qur'an dan Terjemah Depag RI*, (Semarang: Kumudasmoro Grafindo, 1994) hlm. 1072

DEDICATION

Praise and gratitude we pray to the presence of Allah SWT for His abundance of blessings and mercy on me, and from the bottom of my heart and the greatest love I dedicate this thesis to everyone who cares and loves me, I dedicate this thesis to:

1. Allah SWT who always loves and protects me whenever and wherever

2. My beloved parents, Mr. Sukmana and Ms. Siti Muslihat, who always love and provide enthusiasm and support both materially, motivationally, and sincerely in educating raising and guiding with infinite attention and affection. Without the inspiration, encouragement, and support you give, I might be nothing now. Thank you for everthing you have tried for me.

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CURRICULUM VITAE

Wina Martiana was born in Ciamis, West Java on March 10th 2001. She is the first child of Mr. Sukmana and Ms. Siti Muslihat. She has one youngest sister named Neni Pitriana and one youngest brother named Fazri Pratama.

She started school at TK Al-Irsyad Darussalam in 2006, then continued her elementary school at SDN 1 Puralaksana from 2007 to 2013 in Pajar Bulan, West Lampung. Then continued at MTs Al-Ikhlas Pajar Bulan from 2013 to 2016, and after that continued to MA Yapsi from 2016 to 2019 in Sumber Jaya, West Lampung. Then continued at Raden Intan Lampung State Islamic University via the UM-PTKIN route from 2019 to 2024 in Sukarame, Bandar Lampung. Her goal is to obtain a bachelor's degree in education majoring in English. While on campus, she participated in the ESA (English Students Association) organization until she was appointed chairman in the field of skills arts and the field of religion. It was a matter of pride to be able to take part in the activities of the student association organization majoring in English education.

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INTRODUCTION

A. Title Confimation

The title of this research, "A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at the Eight Grade of SMP N 1 Way Tenong" should be clear, easy to understand, and on target before the author begins writing this thesis. The following are the terms that need to be emphasized. Pragmatic is the study of language that appears in speech act events in which there are speech objectives, speech intentions, meanings of speech and seeing expressions, the performance of actions and ideas that appear in speech acts so that we can interpret, assume a speech that ultimately has effects in communicating as social media that is very influential in human life, and pragmatics is also related to the study of meaning as communicated by the speaker or writer and interpreted by the listener or reader.

The term pragmatics was first coined by the philosopher Morris in the 1930s, who describes pragmatics as the study of the relationship between signs and their interpreters.[2] Pragmatics is a branch of linguistics that studies the relationship between the context of language and external speech through the use of the situation in which it is spoken. In linguistics, pragmatics is one part of semiotics. The principles of pragmatics include the synthesis between study, intent, and speech. While the aspects involved in pragmatics are

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[2] Schiffrin, D. 1994. *Approaches to Discourse*. Oxford and Cambridge: Blackwell.

not sure about language, language speech, or language estimators. According to Geoffrey Leech, pragmatics is the study of how language is used in communication.[3] Pragmatics examines contextual meaning or situational meaning based on the setting of place, time setting, participants, topic objectives, and communication media. One of the pragmatic theories used is a way to assess certain goals in a literary work containing values or teachings aimed at the reader.

In this research have the investigated classroom communication that involves interaction and shown the importance of interactions in building knowledge and improving skills. According to Allwright, it is important to keep learners active in the classroom.[4] Naturally, they will talk to each other in pairs or groups, where the learners get their time to talk. A classroom is any physical academic, learning, assessment, or instructional space used by students, teachers, certificated staff, administrators, or other adults in a school. Classroom speech acts involve all verbal utterances used as a medium in classroom communication.

The concept of speech acts was first developed by a philosopher, John L. Austin, in his book How to Do Things with Words. Austin defines speech acts simply as the action performed by saying something.[5] By means of utterances, one can get others to do something. In other words, speech acts are actions that are performed via utterances. As Yule states, in attempting to express themselves, people do not only produce utterances

[3] Geoffrey N Leech, *Principless of Pragmatics* (London: Longman, 1983), p. 1.

[4] Allwright. (1984). *The Importance of Interaction in Classroom Language Learning*. Applied Linguistic 5:156-71.

[5] J. L Austin. *How to Do Things with Words*. (London: Oxford University Press., 1962), p. 94.

containing grammatical structures and words; they also perform actions via utterances.[6] From Yule's statement, we can conclude that an utterance not only consists of grammatical structure and words but also has actions or meaning.[7] Aitchison's definition, which is similar to Yule's, describes speech as a series of words that resemble actions in some way.[8] In the 1960s, two language philosophers by the names of John Austin and John Searle proposed the theory of speech acts. According to this theory, the speaker is attempting to accomplish something with the words in the sentence each time he speaks. Austin, as defined by the term "by saying something, we do something," as stated in 94. Austin refers to a piece of speech produced as part of social interaction as a speech act.[9]

According to Setiyadi, in Indonesia, English is learned only in schools, and people do not speak the language in society. English is really a foreign language for language learners in Indonesia."[10] It means English will be quite difficult to learn for Indonesian people because they do not use it in their society. Learning or acquiring speech acts has many advantages for our daily language use, particularly in the English education process. They are crucial because they provide us with numerous opportunities to express ourselves: compliments, requests for compliments, complaints, and so on. Baleghizadeh remarked in 2007: "Now, if speech actors give us the opportunity to do all of this in our

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[6] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996), p. 49

[7] *Ibid*

[8] *Ibid*

[9] J. L Austin. *How to Do Things with Words*. (London: Oxford University Press., 1962), p. 94.

[10] Ag Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu,2006) p.22

native language, they will undoubtedly be able to do the same in the second or foreign language that we are attempting to learn. When learning a second language, it is essential to master speech acts because they not only make communication easier but also more effective.

Learning is a process of change that occurs in students as a result of several experiences, including knowledge, attitudes, and skills. Because learning is a process of change in a student, learning will only occur if students have an inner urge to change according to their potential and abilities. According to Pujiriyanto, learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the interaction a person has with his environment. Therefore, learning can happen anywhere and anytime. This interaction forms a learning experience, which also influences the formation of abilities

According to Kyriacou, "effective teaching is that which successfully achieves learning by pupils as intended by the teacher."[11] The process of acquiring new knowledge, skills, behaviors, values, attitudes, and preferences is known as the learning process. Learning is a process that involves teachers and students acting in a series of mutually beneficial ways in educational settings to achieve specific objectives. For adherents of the "Gestalt" theory (a theory that originated in Germany and moved to America with its characters, W. Kohler, K. Koffa, and M. Wertheimer), the essence of learning is the discovery of the relationships of the elements within the bond of the whole. In subsequent developments in science and technology, learning is defined, for example,

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[11] Gill Nicholls, *An Introduction to Teaching* (London: Routledge Falmer, 2004) p.1

as a process of changing behavior that occurs in a meaningful situation individually.[12] Processes that occur individually in a situation, not in a vacuum. This learning situation is marked by the existence of motives set and/or accepted by the learning participants.

B. Background of the Problem

Language is an important thing in human life because it is a means of communication used to interact with other people. Language can help people transfer ideas for something that someone wants to show. It is supported by Setiyadi, who explains that "language is a system for the expression of meaning".[13] The capacity that every human being possesses to communicate with other humans through signs like words and gestures is known as language.

Linguistics is the scientific study of language. Written language and spoken language are the two forms of language used in everyday life. The Big Indonesian Dictionary defines language as a system of arbitrary sound symbols that members of a community use to collaborate, interact, and identify with one another. Humans' ability to satisfy their needs as living beings will be limited without language. Humans are social creatures who must interact with other humans because they cannot meet their own needs. With language, humans can exchange information, express ideas, thoughts, opinions, feelings, and so on. It is widely observed that sometimes people don't just say what they mean the words they use differ from the meaning they seek. This phenomenon in language is generally referred

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[12] S. Winaputra. Udin. *Effective Teaching and Learning Process*. Jakarta : PT. Construction Work. 1993. p. 3.

[13] Ag Bambang Setiyadi, *Op.Cit*. p.10.

to as speech acts, namely actions carried out through language.[14]

Communication is one of the goals of written and spoken language. Written communication can be interpreted as having an indirect relationship. In linguistics, communication is also studied, and it is one of the pragmatics concerned. A pure pragmatics student would be concerned with concepts like belief, utterance, and intention and their interrelationships.[15] Additionally, pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect human language use.[16]

Pragmatics is the study of language use and its meaning between the speaker and the hearer in communications based on context. In pragmatics, there is one study called Speech Act.[17] Pragmatics describes a set of skills that help us know what, how, who, and when to say, to whom, and how to convey a message to a particular audience. Consequently, this research has more to do with the analysis of what people mean by their utterances than with the separate meanings of the words or phrases used in the utterances themselves. A development is needed in how speakers arrange what they want to say according to the person they are talking to, where, when, and under what circumstances. Pragmatics can be said to be the study of contextual meaning.

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[14] George Yule, *Pragmatics.Op.Cit.* p.7

[15] Stephen C. Levinson. *Pragmatics, (*UK: Cambridge, 1992), p.3.

[16] Jacob L. Mey. *Pragmatics: An Introduction,* (USA: Blackwell Publishing, 1993). p.6

[17] M. Baker. In Other Words: *A Course book on Translation.* (London: Routledge, 1992). p.217

In classroom interaction, teachers play a crucial role as language input providers and language models to be impersonated by the learners in the teaching and learning process.[18] The teacher produces utterances as they occur naturally during the teaching and learning activity. Accordingly, it cannot be denied that a teacher carries out some particular communicative acts, such as explaining materials, asking a question, responding to a material, and giving direction or instruction.

Speech-act theory was first put forward by Austin, a professor at Harvard University. The theory, in the form of the results of the lecture, was then recorded by J.O. Urmson with the title How to Do Things with Words? However, this theory only developed steadily after Searle published his book entitled Speech Acts: An Essay in the Philosophy of Language. According to Searle, in all linguistic communication, there are speech acts. He argues that communication is not just a symbol, word, or sentence; it would be more appropriate to call it a product or result of a symbol, word, or sentence in the form of speech, act, or behavior. More specifically, a speech act is a product or result of a sentence under certain conditions and is the smallest unit of linguistic communication, which can take the form of a statement, a question, an order, or something else.[19] This is true because the teacher's utterances, which contain speech acts, complement the acts of imparting knowledge, organizing activities, controlling the class, and giving instructions. To avoid misunderstandings during the teaching and learning process, it is important to have

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[18] Nurpahmi. *Teacher Talk in Classroom Interaction. ETERNAL* (English, Teaching, Learning, and Research Journal), 2017. P. 36
[19] John R. Searle, *Speech Acts*. (Cambridge : Cambridge University Press. 1969), p. 33.

sufficient knowledge about pragmatics, especially speech acts.

The term speech act is not only used to refer to activities or activities that produce symbols in communication but also refers to activities that produce written symbols. Speech acts are actions to say and say something, and speech acts are linguistic communication units that are central in pragmatics. Searle, in his book Speech Acts: An Essay in the Philosophy of Language, suggests that pragmatically, there are at least three types of actions that can be realized by a speaker, namely locutionary acts, illocutionary acts, and perlocutionary acts.[20] As mentioned earlier, speech acts are very important for the teaching and learning process. This is justified because the actions of transmitting knowledge, organizing activities, controlling classes, and giving instructions are carried out through teacher lectures, which contain speech acts.

Discourse is one of the studies in linguistics, namely part of the study of pragmatics. Discourse has a broader position than clauses and sentences because discourse includes the idea and concept of a text. Discourse is defined as an expression in a communication interaction. Discourse is a series of utterances that are complete. An act of regular and systematic communication contains ideas, concepts, or effects that are formed in certain contexts.[21] Every act of communication is part of the discourse because communication involves the sender of the message, the recipient of the message, and the message or unity of

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[20] Geoffrey Leech. *Pragmatic Principles*. Translated by M.D.D Oka. (Jakarta : Balai Pustaka. 1993), p. 316.
[21] M. Foucault. *The Archeology of Knowledge and The Discourse on Language*. (London: Tavistock Publication. 1972), p. 48-49.

meaning that is to be conveyed. In communication events orally, it can be seen that discourse is a process of communication between greeters and greeters, while in written communication, discourse can be seen as a result of expressing ideas or ideas of the greeter. Disciplines that study discourse are called discourse analysts. Discourse analysis is a study that examines or analyzes the language used naturally, both in written and spoken form.

SMP N 1 Way Tenong is located in the village of Pajar Bulan, a sub-district. Way Tenong, West Lampung Regency. Mulyasari Hamlet. Initially, this school was a state preparatory school, but in 1989, it was nationalized by the Lampung Provincial Education Department. For the first time, a public middle school led by Mr. Drs. Widiyo, S.Pd. The name of the school, which was previously SMP Negeri 2 Sumber Jaya, was later changed to SMP Negeri 1 Way Tenong. This was due to a change or division of a sub-district in West Lampung.

The reason the researchers chose SMP N 1 Way Tenong as a place for observation and research data collection was that the school had superior programs and achievements. One of the SMP N 1 programs is the ESC (English Study Club) activity program. The reason chose SMP N 1 Way Tenong as the research site is that this school is a suitable one and supported the researchers to conduct direct research in the school with the help of the teachers, students, and even school staff. From the stages of this study, the researchers can find phenomena that can be used as sources of problem areas for solutions.

Considering the views described above, this research is interested in identifying the types of speech acts performed by the English teacher in eighth grade at SMP N 1 Way Tenong in the English teaching and

learning process based on the Searle theory. And explain the function of direct and indirect speech acts to apply to the activities of eighth-grade students at SMP N 1 Way Tenong based on Yule's theory.

C. Focus and Sub-focus of the Research

The focus of the research in this analysis is the types of illocutionary speech acts of the English teacher and students at SMP N 1 Way Tenong and direct and indirect speech acts, with a focus on linguistic acts in the classroom during interactions between teachers and students. The sub-focus of this research study consists of representative, directive, commissive, expressive, and declarative speech acts based on Searle's theory, and in determining the function of direct and indirect speech acts, there are three functions, namely statement, question, and order/request, based on Yule's theory. Also, the sub-focus is the mixed language used in this research, namely Indonesian and English, when the teacher interacts with students. This mixture aims to help students understand what the teacher is conveying during the learning process.

D. Problem Formulation

Based on the background of the problems above, researchers can formulated the problem as follows:

1. What types of speech acts are performed by the English teacher of eight grade at SMP N 1 Way Tenong in the english teaching and learning process based on Searle's theory?

2. What is the function of direct and indirect speech acts applied in the english teaching and learning activity of the eight grade at SMP N 1 Way Tenong?

E. Objective of The Research

From the formulation of the problem above, it has the following research objectives:

1. To analyze the types of speech acts performed by English teachers in the teaching and learning process for eighth grade at SMP N 1 Way Tenong based on Searle's theory.
2. To know the function of direct and indirect speech acts applied in the English teaching and learning activities of the eighth grade at SMP N 1 Way Tenong.

F. Significance of the Research

The significance of the research is the impact of achieving the research objectives. Broadly speaking, research significance consists of scientific significance directed at the development of knowledge or theoretical and practical uses, namely helping to solve and anticipate problems that exist in the object under study. The results of the research are expected to have both theoretical and practical significance. Theoretically, the research findings are expected to enrich the comprehension and understanding of pragmatics, especially about the speech act of requests to other linguistic researchers. Practically, the research will have some benefits for certain parties.

From this research is expected to benefits theoretical and practical :

3. Theoritical Contribution
   a. Theoretically, this research is expected to add to knowledge about linguistic forms and types of English teacher class speech acts in the teaching and learning process for eighth graders at SMP N 1 Way Tenong.

b. Provide an overview to the reader about the forms and functions of direct and indirect speech acts as applied to the activities of eighth grade at SMP N 1 Way Tenong.

4. Practical Contribution

a. For teachers

This research can be used to increase the use of language as a good and correct speech act so that students can understand it easily, as well as encourage students to actively ask questions, argue, and show their potential in class.

b. For students

Being able to place speech acts so that students can argue, answer, give opinions, and ask the interlocutor to do something produces an effect on the actions taken by the teacher and can be used to add knowledge about speech act events, especially for students.

c. For researchers

I hope that this speech act research can explain a conceptual framework that is based on the research problem, can be useful for the researcher himself, and can be used as input to better understand the speech act itself.

G. Relevant Previous Research

Previous research is an attempt by researchers to look for comparisons and then to find inspiration and new things for further research. In addition, previous studies help this research so that it can position research and demonstrate the originality of the research. In this section, the includes various previous research results related to the research to be carried out and then makes a summary of both published and unpublished research.

The following is research that is still related to the theme the author is studying.

Similar research was conducted by Sisca Okta Widya in this study entitled Pragmatic Analysis of Speech Acts Used by English Lecturers in Language Teaching at STKIP YDB Lubuk Alung.[22] The results of this study are the speech acts used in the English utterances by the English lecturer. Researchers obtain data through note-taking techniques and video recording through the camera. In his research, Sisca's findings show that there are four types of speech acts performed by English lecturers: representative, directive, expressive, and commission, while declarations are not used by English lecturers. Sisca's research is similar to this research using Searle's theory because it is more practical and straightforward; apart from that, they both use educational objects. The difference is that Sisca uses an English lecturer as an object on campus, while in this research, the main object is an English teacher at a junior high school. The results of research from Sisca show that the fewest illocutionary acts used are directives (53%), while the fewest illocutionary acts often go to commissions (5%). The frequent use of directives indicates that the lecturer seems to be aware of his status as a lecturer who is believed to be stronger than his students.

Similar research was conducted by Rudiarman Purba in this study, entitled The Pragmatics Rules of Speech Acts in the Death Ceremony Sayur Matua of

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[22] Sisca Okta Widya, Arbitrary Journal: *A Pragmatic Analysis of Speech Acts Used by English Lecturers in Languange Teaching at STKIP YDB Lubuk Alung*, 2017.

Simalungun Culture.[23] The results of this study are that the authors conclude all types of speech acts that occur during communication between speakers from the four main groups of participants who must be present at the "Sayur Matua" Death Ceremony, namely illocutionary acts (36.507%), followed by locutionary acts (34.126%), and perlocutionary acts (29.365%), while the classification of speech acts found assertive (23.913%), directive (50%), compliant (4.347%), declarative (2.173%), and expression (19.565%). The similarity of the research is that they both use qualitative research and also use in-depth speech-act theory to analyze the data. The difference is in terms of the object where he uses Simalungan culture, which is like a ceremony called Sayur Matua while in research using schools as research objects.

Similar research was conducted by Ivana Swastiana in this study entitled Analysis of Speech Acts Used by Class VII Teachers of SMPN 2 Bangli in EFL Class Interactions.[24] The results of this study are speech acts and actions carried out through speech. This study investigates the types and functions of speech acts used by seventh-grade English teachers at SMPN 2 Bangli by adopting Searle's theory. English teachers are expected to gain insight into various terms of language phenomena related to speech acts. The similarity of Ivana Swastiana's research with this research is that it uses an English teacher as an object; the data is obtained through classroom observation and identifying the

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[23] Rudiarman Purba, Journal of English Teaching as a Foreign Language: *The Pragmatics Rules of Speech Acts in the Death Ceremony Sayur Matua of Simalungun Culture*, 2017.

[24] Ivana Swastiana N.M. Journal of Education Research and Evaluation: *An Analysis of Speech Acts Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction*, 2020.

speech acts of English teachers in schools in a semi-structured manner. The difference in Ivana's research is that it only analyzes the illocutionary form of the English teacher's speech acts, which are divided into five parts. The object is a class VII student of SMPN 2 Bangli. This study will analyze and identify the types of speech acts based on Searle's theory and illocutionary strategies spoken by English teachers.

Similar research was conducted by Bahing Siritman and Mayang Meilantina in this study, entitled English Speech Acts of Directives in Class Interaction.[25] The results of this study are directive illocutionary speech acts that have a higher social status in an interaction. The use of directive speech acts is proven to be very closely related to the situational context and the speaker's culture. Conversely, the higher dominates, the lower. Finally, directive speech acts are used to control the class to be interactive by the lecturer. The similarity of the research is that both use qualitative research, and the focus is on speakers, namely students who are in class. The difference is that he uses English lecturers as objects on campus, whereas in this study, the main object is English teachers in junior high schools. It focuses on only one speech act, namely the directive, while research focuses on all illocutionary forms and not just one. In addition, he uses Hymes' communication analysis model for data analysis, including analysis of communication situations, communication events, communication actions, and Spradley's cultural themes. This research focuses on the Searle classification model.

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[25] Bahing Siritman & Mayang Meilantina. International Journal of Language Education and Cultural Review: *English Speech Acts Of Directives In Class Interaction*, 2020.

Similar research was conducted by Risa Dewi Rahmawati in this study entitled An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movies.[26] The results of this study are the speech acts used in the Crazy Rich Asian movie script. In her research, Risa concluded that to describe the types of expressive speech acts found in Crazy Rich Film Asia and to describe the S-P-E-A-K-I-N-G model used in the Crazy Rich Asian film, the similarity between Risa Dewi Rahmawati's research and this research is that both used descriptive qualitative research methods, using some of the same strategies as the research I used. In his research, he also uses theory from Searle. The results of the research by Risa Dewi Rahmawati show that there are 52 types of expressive speech acts and only ten types of expressive speech acts found in the Crazy Rich Asian film; several types of expressive speech appear except expressive acts of condolences and pride. Risa uses the SPEAKING model to find out what the social context means and the purpose of interaction in detail and describes it in an analytical text.

Text cannot be separated from language because it has a semantic system that depends on the context, viewpoint, and ideology behind its creation.[27] According to the theory of Systemic Functional Linguistics henceforth (SFL), there are three parts to language meaning: ideational, interpersonal, and textual. A person's experience is described by ideational meaning.[28]

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[26] Risa Dewi Rahmawati. Journal of Language and Literature: *An Analysis Of Expressive Speech Acts Used In Crazy Rich Asian Movie*, 2021.

[27] Sinar, T. S. Teori dan Analisis Wacana: *Pendekatan linguistik sistemik fungsional) [Discourse theory and analysis: systemic functional linguistic approach*).CV Mitra Medan. 2012

[28].Halliday, M.A.K., & Matthiessen, C.M.I.M. Halliday's *introduction to functional grammar* (4th ed.). Routledge. (2014)

H. Research Method

This section discusses methodological research consisting of a research design, data and data source, the technique of collecting data, a technique of analyzing data, and technique of establishing the trustworthiness.

a. Research Design

This study uses a descriptive-qualitative approach because the main focus of this research is to describe the phenomenon of language use. This is in accordance with Kothari, who stated that qualitative research is related to qualitative phenomena, namely phenomena related to or involving characteristics or types.[29] In addition, data analysis is presented in narrative form, or words, not numbers. This means that the results of qualitative research rely more on the interpretation of the researcher. More specifically, this research is included in the case study category.

According to Given, case studies are research approaches in which one or several instances of a phenomenon are studied in depth. By using this approach, it is expected that this research can provide an in-depth understanding and complete data. However, a quantitative approach was involved to support the data description. Bogdan and Biklen stated that qualitative research is a research procedure that analyzes and produces descriptive written or spoken forms of people and observable behavior. [30]

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[29] C.R. Kothari. Research Methodology: *Methods and Techniques* (2nd Revised Edition). (New Delhi: New Age International. 2004).p. 3.

[30] Bogdan, R. C., & Biklen, S. K. *Research for education: An introduction to theories and methods,* 2007. P. 9

Moreover, the descriptive-qualitative approach used in this research study to analyze the speech acts of the teacher speaking in English class at SMP Negeri 1 Way Tenong uses Searle's speech act theory. A descriptive qualitative approach is the most suitable approach because this research is intended to analyze the types of speech acts performed by teachers in a series of English teaching and learning processes at SMP N 1 Way Tenong based on Searle's theory and describe direct and indirect teaching and learning processes applied to the activities of eighth graders at SMP N 1 Way Tenong.

b. Data Preparation

1. Research Setting and Time

This research is conducted at SMP N 1 which is located in Way Tenong, Pajar Bulan District. West Lampung Regency. Lampung province. In terms of time, this research is conducted in three meetings and carried out on the third of November until completed. And this research was carried out according to the school schedule namely during the English teacher's class hours, and the researcher adjusted the teacher's hours, starting from September 13 until the end.

2. Subject of the Research

The main subject of this study is the English teacher and students of eighth grade SMP N 1 Way Tenong. This English teacher is a source of information, collect the data and facts in the field. After several considerations, she was appointed by the principal of SMP N 1 Way Tenong to participate in the teaching, and eighth-

grade students are also the subject of their research in maintaining communication during the teaching and learning process, namely when the teacher interacts with students in the class.

3. Source, Form, and Context of the Data

The main source of this research is the speech acts produced by eighth-grade English teachers at SMP N 1 Way Tenong, during the teaching and learning process of English. The data entered the form of words, phrases, and utterances spoken by the teacher during the lesson. This is in line with Bogdan and Biklen who stated that qualitative data is in the form of words or pictures, not in speech.[31] Meanwhile, context is the context surrounding the utterance.

4. Research Instrument

This study involved the researchers themselves as the main instrument. This is consistent with the nature of qualitative research where Bogdan and Biklen suggest that the key instrument of qualitative research is the researcher himself.[32] Therefore, researchers are involved in all research processes from data design to data reports. Mobile phones are also very much used to assist researchers in recording data, and secondary instruments are also used in this study.

c. **Technique of Data Collection**

According to Ahmad Tanzeh in his book explaining the meaning of data collection, "data collection is a systematic and standard procedure for

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[31] Biklen, S. K. & Bogdan, R.C. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.1982. p. 27

[32] Ibid. p. 27

obtaining the necessary data."[33] According to Imam Gunawan in his book entitled Theory and Practice Qualitative Research Methods, the data collection methods used in qualitative research are "Qualitative research uses various data collection methods, such as individual interviews, group interviews, document and archive research, as well as field research. Between methods are not separate from each other, but are interrelated and mutually support each other to produce data that fits the needs Data obtained from one method is crossed with data obtained through other methods to produce data that is reliable and in accordance with reality."[34]

To collect as much data as possible, this research uses the data collection techniques as follows:

1. Observation

Imam Gunawan, in his book Qualitative Research Methods Theory and Practice, explains the meaning of observation as follows: The term observation is directed at activities that pay attention accurately, record the phenomena that arise, and consider the relationship between aspects of the phenomenon. Observations in the framework of qualitative research must be in a natural context.[35] In this case, the type of participatory observation. The meaning is explained by Sugiyono in his book Understanding Qualitative Research as follows: "In this observation, the

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[33] Ahmad, Tanzeh. *Pengantar Metode Penelitian*, (Yogyakarta: Teras, 2009), p. 57

[34] Imam, Gunawan. *Qualitative Research Method.* (Jakarta: Bumi Aksara, 2016, p. 142.

[35] *Ibid*. p. 143

involved with the daily activities of the person being observed or used as a source of research data.[36]

Then it was explained by Imam Gunawan in his book as follows: In their observation activities are not involved in the activities carried out by the actors they observe, and they also do not carry out any form of social interaction with the actors or actors being observed. His involvement with the actors is manifested in the arena of activities that are manifested by the actions of the perpetrators.[37] Thus, what has been explained in this technical bag requires the researcher to be present directly at the research location, and the researcher tries to show, understand, and record the problems that arise at SMP N 1 Way Tenong.

2. Interview

Interviews in a study have meanings different from those in other fields; according to Esteberg, which has been quoted by Sugiyono in his book, "the interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a certain topic." According to Patton, quoted by Imam Gunawan in his book, the purpose of the interview is to get to know and find out what's on other people's minds to find something that is not possible to obtain through direct observation.[38]

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[36] Sugiyono, *Understanding Qualitative Research*, (Bandung: Alfabeta, 2013), p. 64

[37] Imam, Gunawan. *Qualitative Research Method. Op.Cit.* p. 155

[38] *Op.Cit.* p. 165

The interview technique that used was a semi-structured interview. According to Sugiyono in his book, he explains that "this type of interview is included in the in-dept interview category, where it is carried out more freely when compared to structured interviews.[39] Thus this technique requires the present directly at the research location, as a data digger to communicate directly with informants, and held meetings with several informants including school principals, English teachers, students, and other parties related at SMP N 1 Way Tenong, Pajar Bulan.

3. **Documentation**

The definition of documents is explained by Sugiyono in his book, Understanding Qualitative Research, as follows: Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works by somebody. Documents in the form of writing, for example, diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others, A document study is a complement to the use of observation and interview methods in qualitative research.[40]

Documenting this implementation is done by collecting documents, including history or profiles from SMP N 1 Way Tenong, the condition of the teachers at SMP N 1 Way Tenong, and the condition of the students at SMP N 1 Way Tenong,

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[39] Sugiyono, *Understanding Qualitative Research*, *Op. Cit*. p. 73
[40] *Ibid*. p. 82.

all of which were able to support the observations and interviews, which were then used to obtain valid and accurate research data. Data is obtained by using a technique called observation. According to McMillan and Schumacher, observation is a way for researchers to see and hear what happens naturally in research locations.[41] Observations were made simultaneously with the audio-video recording process. The data is recorded on the cellphone. Several procedures were then followed after making the observations. The steps are as follows:

Listen to the recording, repeat the recording, and try to understand what the teacher is saying.

1. Copying data into written form.
2. Listen to the recording again to check the correctness of the data.
3. Select the data from the record that matches research purposes.
4. Record data into data sheets.
5. Classifying data.

d. Technique of Data Analysis

Data analysis is the search for or tracking of patterns. Qualitative data analysis is the systematic examination of something to determine its parts, the relationships between studies, and their relationship to the whole. The researcher employed the technique of data analysis in the descriptive-qualitative method. The data analysis covers three important activities: data reduction, data display, and conclusion drawing

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

and verification. Data reduction refers to the process of selecting, focusing, elaborating, abstracting, and transforming the data that is shown in transcription. In this stage, the teachers' speech acts in EFL class during the teaching and learning process were selected by the researcher in the form of transcription.

Gunawan says that data analysis is an activity to organize, sort, group, member code or sign, and categorize it so that a finding is obtained based on the focus or problem to be answered.[42] Data analysis is a process of systematically searching and organizing the results of interviews, notes, and collected materials to increase understanding of all the things collected and enable presenting what is found.[43] According to Lexy J. Moleong, in his book entitled Methodology, qualitative research explains the meaning of data analysis as follows: (qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others).[44] According to Miles and Huberman, there are three stages that must be done when analyzing qualitative research data, namely the first stage of data reduction, the second stage is data exposure, and the third stage is drawing conclusions and verification.[45]

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[42] Imam Gunawan. *Op.Cit.* p. 209

[43] Imam Gunawan, *Metode Penelitian Kualitatif Teori dan Praktik,* (Jakarta: Bumi Aksara, 2013) p. 210

[44] Lexy J. Moleong, *Qualitative Research Methodology*, (Bandung: Remaja Rosdakarya, 2013), p. 248

[45] M.B., Miles & A.M., Huberman. *Qualitative Data Analysis (2nd Edition).* London: SAGE Publications Ltd. 1994. p. 10

This research made a percentage of the data to know the use of types of speech acts and speech acts based on the way to convey in the teaching and learning process. The purpose of the percentage calculation is to complete the findings so that the readers can easily and immediately obtain the precise proportion of each finding compared to the others.

Data analysis in this study was carried out with activities as follows :

a. Data reduction

Data reduction is related to the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At this stage, the data that has been obtained is organized, and irrelevant data is discarded. This is done through a coding process of labeling and segmenting meaning units into descriptive or inferential information compiled during research. Sugiyono argues that reducing data is an activity of summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns in data collection.

b. Data Display

After the data has been reduced, the next stage is displaying the data. According to Miles and Huberman, display data is a collection of structured information that gives the possibility of existence, allowing one to draw conclusions and take action.[46]

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[46] M.B., Miles & A.M., Huberman. *Qualitative Data Analysis. Op.Cit.* p. 211

c.　Conclusion Drawing and Verification

Concluding is the result of research that answers the focus of research based on the results of data analysis. Drawing conclusions involves moving back to consider what the data being analyzed means and assessing whether the data findings are consistent with the research objectives. Then, the conclusions are verified by reviewing as much data as needed. In this study, the researcher will compare the results of recording learning in class with those of the subjects and informants who have done it to obtain data and draw conclusions.

d.　Trustworthiness data

A validity test needs to be done in this study. According to Creswell, validity tests are used to determine whether the findings are accurate from the point of view of researchers, participants, or readers of a report. The term validity in qualitative research is called trustworthiness or credibility.[47] To increase the credibility of the data, this research proposal will use the triangulation method. Based on Creswell, it can be interpreted that triangulation is a method to check the validity of the data from various sources in various ways and with the same theme.[48]

To triangulate the data, Miles and Huberman divided the method into four types. Below is an explanation of the four types of triangulation:

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[47] John W. Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches 3rd Edition.* (Copyright @ 2009 by SAGE Publications.Inc), p 191.

[48] *Ibid,* p. 191

1. Triangulation of the Data Source

   The triangulation of data sources can be done by using some data resources with different situations and circumstances such as the data that taken from the different people, time or different places.

2. Methodological Triangualation

   Methodological triangulation can be done by using the findings from the research using different methods.

3. Investigator Triangulation

   This type of triangulation can be done by engaging some different researchers to analyze the data.

4. Theoretical Triangulation

   This last type is done by using some theories related to the research to analyze the data. Example: journal, article, book, expert in literature, etc.[49]

   From the understanding of the types of triangulation above, this research uses the third type, namely investigator triangulation, to validate data. This is also based on the explanation in the data analysis technique section above. To verify whether the data is valid or not, the validation would be verified by the expert in the study related to this research. Moreover, the writer provides a validation form to make it easier for the validator to validate the data result.

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[49] Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis* (Sage Publication Inc. @ 1994) p.267

I.   Systematics of the Discussion

To make it easy to understand, this study uses a systematic discussion as follows:

Chapter	I	introduction, which consists of confirming the title, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant previous research, research method, and systematics of the discussion
Chapter	II	of the literature review contains the definition of pragmatics, the scope of pragmatics analysis, the classroom of communication, speech acts, direct and indirect speech acts, the theory of teaching and learning, the use of speech acts in the teaching and learning process, and discourse analysis.
Chapter	III	description of the research object, consists of a general description of the object, facts, and data display.
Chapter	IV	consisted of the findings and discussions. In this chapter, will be explained about the data finding and discussions.
Chapter	V	contains of the conclusion and recommendation.

CHAPTER II
LITERATURE REVIEW

A. Pragmatics
1. The Definition of Pragmatics

The definition of pragmatics is interpreted differently by experts. Pragmatics is a branch of linguistics. It has been widely known that language is used by people in communication. Thus, language should not only be viewed as a product in the form of utterances but also as a process. This view was shows that there are three important aspects in pragmatic studies, namely language, context, and understanding. Pragmatics is the study of how beliefs communicate more than what is said. Consequently, it has more to do with the analysis of what people mean by their utterances than what the words or phrases in the utterances themselves mean.[50] The term pragmatics was first coined by the philosopher Morris in the 1930s, who described pragmatics as the study of the relationship between signs and their interpreters.[51]

Here, what Yule wants to emphasize is that the meaning that the speakers have is greater than the words they say. To understand the speaker's meaning, we might also pay attention to the context. Thus, pragmatics is also concerned with context. This is in line with Leech, who says that "pragmatics is the study of meaning that is related to speech situations." Yule states Pragmatics is the study of speaker meaning. This approach is concerned with

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[50] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996), p. 5

[51] D. Schiffrin. *Approaches to Discourse*. (Oxford and Cambridge: Blackwell. 1994). p. 191.

the study of meaning as communicated by a speaker and interpreted by a listener, which means the approach gives a deeper analysis of what people have said to gain what exactly people mean by their utterances rather than the literal meaning of the utterances themselves.[52] It means that the listener tries to interpret the speech of the speaker so that the meaning and purpose of the speaker can be obtained. After the listener knows the intent of the speaker, the type of action that must be taken by the listener will be known.

Yule believes that pragmatics is concerned with four main areas. First, pragmatics is concerned with the study of the meaning of utterances as communicated by speakers and interpreted by listeners.[53] Second, pragmatics relates to the context that influences how the speaker communicates his message. Third, pragmatics is the study of how to get more communicated than is said, exploring how the listener arrives at the speaker's intended meaning. Finally, pragmatics deals with the notion of the distance between speaker and hearer, which determines the choice between what is said and what is unsaid.

It requires consideration of how speakers organize what they want to say, when, where, and under what circumstances they are talking.[54] It means how the hearer can conclude what is said in order to arrive at the unit of interpretation of the meaning intended by the speaker. Cruse states that pragmatics is interested in investigating the meaning of the

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[52] *Ibid*
[53] *Ibid*
[54] *Ibid*

language, which links closely to the context.[55] Similarly, Griffiths proposes that pragmatics focuses on how language is used as a tool to create meaningful communication, taking into account the situations or contexts of use.[56] Thus, three consequences can be drawn from this. Firstly, the same messages can be conveyed in various ways, and the same set of utterances can carry different meanings. Secondly, there is often little communication left, with just a little having been said. Lastly, it is possible to make mistakes in interpreting the intended message.

Linguistics is a scientific study of language. In its development, linguistics covers two major areas, i.e., microlinguistics and macrolinguistics. Microlinguistics discusses the internal structures of language, such as phonology, morphology, and syntax. Moreover, macrolinguistics studies the relationship between language and the world outside of language. Some studies included in interdisciplinary linguistics are phonetics, stylistics, language philosophy, sociolinguistics, semiotics, forensic linguistics, anthropolinguistics, epigraphs, psycholinguistics, ethnolinguistics, philology, genolinguistics, and ecolinguistics.[57]

All the definitions offered by the experts above consider the context of studying language use. Thus, it can be concluded that pragmatics is the study of how language is used in relation to context as

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[55] A. Cruse. *A Glossary of Semantics and Pragmatics*.(Edinburgh: Edinburgh University Press Ltd 2006).p. 3

[56] P. Griffiths. *An Introduction to English Semantics and Pragmatics*. (Edinburgh: Edinburgh University Press Ltd 2006). p. 1

[57] Muhassin, M. (2014). *Telaah Linguistik Interdisipliner dalam Makrolinguistik.* English Education: Jurnal Tadris Bahasa Inggris, 6(1), 1-20.

communicated by speakers and interpreted by listeners. According to Levinson, "Pragmatics is the study of those relations between language and context that are grammatical or encoded in the structure of a language."[58] It can be said that pragmatics studies language and its context.

Levinson defines that "the study of those listeners between language and context that are grammaticalized or encoded in the structure of language".[59] In means that, pragmatics is the study of those aspect of the relationship between language and context that are relevant to the writing of grammar. The unit of linguistic communication is not, as has generally been supposed, the symbol, word or sentence or even the token of the symbol, but rather the production or issuance of the symbol or word or sentence in the performance of the speech acts. In other words, speech acts are basic or minimal units of linguistic communication.[60]

2. **Scope of Pragmatics**.
   a. **Deixis**

   According to Yule, deixis comes from Greek and is used for one of the basic things people do with utterances, which is to point to an entity via language. It is important to remember that this kind of reference is tied to the speaker's context.[61] Meanwhile, Levinson states that the term deixis essentially concerns how languages

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[58] Stephen C. Levinson. *Pragmatics.* (New York: Cambridge University Press. 1983)

[59] *Ibid*

[60] Susri, G., Ansar, F. A., & Muhassin, M. (2020). *Speech Acts in English Translation of The Holy Qur'an Surah Al-Kahfi By Abdullah Yusuf Ali*. English Education: Jurnal Tadris Bahasa Inggris, 13(1), 75-89.

[61] *Ibid*

encode or grammaticalize features of the context of an utterance or speech event. Thus, the interpretation of utterances depends on the analysis of the context of the utterance.[62] Furthermore, Yule divides deixis into three categories: person deixis, spatial deixis, and temporal deixis.[63]

1) **Person Deixis**

Person deixis is used to indicate people, and it operates on a basic three-part division, exemplified by the personal pronouns such as 'I', 'you', 'he',' she', 'it', 'we', and 'they'. The use of honorifics is influenced by the circumstances in which the conversation takes place.

2) **Spatial Deixis**

Spatial deixis is related to the concept of distance. This type of deixis is used to point to a location where the entity being referred to is in context. Understanding how to use spatial deixis is related to the speaker's ability to project himself or herself into a location at which he or she is not yet present.

3) **Temporal Deixis**

The last type of deixis is temporal deixis. This deixis is used to indicate time. 'Now', 'then', 'today', 'tomorrow', and 'yesterday'. For example, the speaker tends to treat the near future as being close to utterance time by using the proximal deictic

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[62] Stephen C. Levinson (1983), *Op.Cit.,* p. 54
[63] Yule (1996), *Op. Cit*., p. 9-61

'this', such as in 'this weekend' or 'this Sunday'.

b.   Cooperative Principle

Generally, some principles guide people in conversation as the basis for cooperative and helpful communication. These principles are described by Grice as cited in Wardhaugh as a cooperative principle. Grice, as cited in Cutting, elaborates the cooperative principle into four maxims:

a)   Maxim of Quantity

The maxim of quantity deals with the amount of information that should be delivered by the speaker. The amount of information should be neither too little nor too much. If the speaker only provides a little information. On the other hand, it is redundant to provide more information than is required, as it will probably bore the listener.

Example:
a)   This is my boyfriend, Zikry.
b)   This is my boyfriend, Zikry. He is 23 years old. He graduated from

He graduated from Cambridge University with a bachelor's degree in arts. His works will be on display until the end of the year. In utterance (a), the speaker already followed the maxim of quantity. She provides adequate information by mentioning her boyfriend's name in an attempt to introduce him. Meanwhile, utterance (b) disobeys the maxim of quantity. In this case, the speaker

goes further by mentioning her boyfriend's age, alma mater, and exhibition.

b) Maximum Quality

The maxim of quality emphasizes truth. It requires the speaker to say what is true. It is not advisable to say something that the speaker believes is wrong if there is not sufficient evidence.

For example:

Erm, I'll be there in the afternoon, as far as I know.

The speech above shows that what the speaker said is not necessarily completely true. This can be seen from the use of the phrase 'as far as I know' which indicates uncertainty. Therefore, the speaker can be protected from accusations of lying because he makes it clear that completely unbiased about the meeting.

c) Maxim of Relation

This maxim requires the speakers to provide statements that are relevant to the topic. Consider the following exchange:

A: There is somebody at the door.

B: I'm in the bath.

The context for the excerpt above is that someone is knocking on the door. However, B cannot go and open the door to see who it is because he is in the bath. By saying that, B expects A to understand that his utterance is relevant to A's assertion.

d) Maxim of Manner

Someone is said to comply with the maxim of manners if he makes clear, concise,

and regular statements. It is also important to remember that one must avoid vagueness of expression and ambiguity so as not to violate this maxim. What this means can be illustrated in the following example:

Fitry: Where were you yesterday?

Sony: I went to the store and bought a bottle of milk.

In the example above, Sony complied with the maxim of manners by answering Fitry's questions in an orderly manner. If Sony answered Fitry's question by saying, "I bought a bottle of milk and went to the store," he was clearly violating the maxim of decency by not making an orderly statement.

c. Implicature

In everyday conversation, people do not always adhere to Gricean's maxims. Sometimes their utterance means more than just what is being said, there is an additional conveyed meaning called an implicature.[64] Similarly, Mey points out that the word implicature is derived from the verb 'to imply' which means 'to fold something into something else' hence, that which is implied is 'folded in', and has to be 'unfolded' to be understood. In other words, people may communicate something rather different from what they express. The context and the shared universe of discourse are important in understanding the implied meaning.[65]

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[64] Yule (1996), *Op. Cit*., p. 35

[65] Jacob L. Mey. *Pragmatics: An Introduction,* (USA: Blackwell Publishing, 2001). p. 45

Grice in Levinson divides implicature into two categories.[66] Those are conventional implicature and conversational implicature.

1) **Conventional Implicature**

Grice in Levinson states that conventional implicatures are not derived from superordinate pragmatic principles like the maxims but are simply attached by convention to particular lexical items or expressions.[67] Similarly, Yule defines conventional implicatures as those implicatures that are not based on the cooperative principle and are not bound to the special context for their interpretation.[68]

2) **Conversational Implicature**

Unlike conventional implicatures, conversational implicatures are dependent on the context. They must occur in conversation and adhere to the cooperative principle or the maxims. Conversational implications happen when one gets what is said. In Mey's words, a conversational implicature is something that is left implicit in utterances.[69]

a) **General Conversational Implicature**

Common conversational implicature occurs when the listener can interpret the necessary conclusions without having special knowledge of a particular context. Definite articles of the type 'a/an such as 'a garden' and

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[66] Stephen C. Levinson. (1983), *Op.Cit.* p. 103-108
[67] Stephen C. Levinson. (1983), *Op.Cit.* p. 127
[68] Yule (1996), *Op. Cit.*, p. 45
[69] Jacob L. Mey. *Pragmatics: An Introduction,* (USA: Blackwell Publishing, 1993). p. 45

'a child' are common examples, as in "I was sitting in the garden one day.[70] A child looks over the fence." Other examples of common conversational implicatures are exemplified below:

Jaky: Did you buy ice cream and chocolate?

Dini: I bought ice cream.

After hearing Dini's response, Jaky had to assume that Dini was cooperating and completely unaware of the maxim of quantity. Dini hopes Jaky understands that by not mentioning 'chocolate', he will admit that he only bought 'ice cream'. In this case, Dini has communicated its meaning through common conversational implicatures.

b) **Particularized Conversational Implicature**

This implies that the hearer must have special knowledge of the context to interpret the messages. This happens because, most of the time, the conversation takes place in very specific contexts in which locally recognized inferences are assumed.

For example:

Jaka : Hey, will you come to the party tonight?

Daniel: Sorry, I have to study.

In this case, it seems that Daniel's response is not that relevant to the topic. Therefore, Jaka must use some special knowledge to make Daniel's answer relevant so that he can get the additional meaning conveyed by Daniel. If Jaka recognized what

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[70] Yule (1996), *Op. Cit.*, p. 41

Daniel said, he would understand that Daniel would not be able to join the party because he had to study.

d. Presupposition

According to Griffiths, people use shared background assumptions about what the interlocutor assumes when interpreting utterances.[71] In line with Griffith, Givon in Brown and Yule defines presupposition in terms of assumptions the speaker makes about what the hearer is likely to accept without challenge. It is the speakers who own the presuppositions, not the sentences.[72] Furthermore, Yule demonstrates the six categories of presuppositions.[73] They are allow:

1) Existensial Presuppositions

These presuppositions deal with the existence of an entity. They can be in the form of possessive constructions or any definite noun phrase. For example, the word 'the Queen of England' indicates that the queen does exist in real life.

2) Factive Presuppositions

Factive presuppositions are related to the facts of an entity. These presuppositions can be identified by the verbs 'know','realize', and'regret', as well as phrases involving 'be' with 'aware', 'odd', and 'glad'.

3) Non-Factive Presuppositions

Non-factive presuppositions assume that the information provided is not true.

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[71] P. Griffiths. 2006. *Op.Cit*. p. 143
[72] Yule (1996), *Op. Cit*., p. 25
[73] Yule (1996), *Op. Cit*., p. 27

These are often associated with certain words like 'dream', 'imagine', and 'pretend'.

4) Lexical Presuppositions

These types of presuppositions use particular expressions to presuppose another non-asserted message. The word's stop,' start',' and 'again' also have lexical presuppositions.

5) Structural Presuppositions

Structural presuppositions deal with certain sentence structures. For example, the wh-question construction in English presupposes that the information after the wh-form is already known to be the case, as in "When did he leave?"

6) Counter–Factual Presuppositions

These presuppositions mean that what is presupposed is in contrast with the facts stated. For example, the sentence 'If it didn't rain, I would have gone to your house' is conventionally interpreted to mean that the information stated was not true at the time of the utterance.

e. Politeness

Politeness is the means employed in interaction to show awareness of another person's face. In their social interactions, people use their public self-image or how they want to behave so that their expectations will be respected. In other words, the negative face is the

need to be independent, and the positive face is the need to be connected in communication. [74]

3. Classroom Communication

The classroom is the primary setting in which the learner is exposed to the target language and can be understood as the room in the school where learning takes place. The teaching and learning process itself will not take place without the use of language.

Communication is an ongoing process of sending and receiving messages that allow humans to share knowledge, attitudes, and skills. Effective teaching depends on successful communication. When teachers and students interact, explicit communication occurs.[75] Communication in the classroom is important for students to learn effectively and must be done in the early stages of learning. Classroom communication falls into three categories: verbal, nonverbal, and writte.[76]

Verbal communication refers to sending or receiving messages through voice and language. For example, a teacher may ask a student to stand up, which is verbal communication. Non-verbal communication refers to communication without words through body language, gestures, facial expressions, tone of voice, and body posture. For example, if a teacher nods their head when a student

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[74] Qolidina Noviani. "*A Pragmatic Analysis of Politeness Strategies and Politeness Principles in Uptown Girls.* (A Thesis of English Language and Literature, Study Program English Education Department, Faculty of Languages and Arts, Yogyakarta State University, 2014) p. 11

[75] Miller. *Nonverbal communication*. National Educational Association of the United States. 1988. p. 4

[76] Knapp. *Nonverbal communication in human interaction.* New York: Holt, Rinehart and Winston, Inc. 1972.

is speaking, this can be encouragement or an indication that they agree with the student.

Written communication is the sending or receiving of information through writing. For example, a teacher might arrange written assignments for students to test their knowledge or present slides or lecture notes for complex information.

4. **Speech Acts**

   a. **The Definition of Speech Acts**

   This is the basic idea of speech acts, in which people use language to perform actions. As defined by Yule, a speech act is an action performed via language.[77] Similar to Yule's definition, Aitchison defines speech acts as a sequence of words that behave somewhat like actions.[78]

   For example: It is so hot in here.

   The expression above can be said to be a request to turn on the fan or air conditioner. The speech is influenced by the context or situation in which the interaction occurs. It can be concluded that speech acts are utterances used to achieve these actions.

   b. **Speech Acts Classification**

   j. **Austin's Classification of Speech Acts**

   The concept of speech acts was first developed by a philosopher, namely John L. Austin, in his book entitled How to Do Things with Words. Austin defines speech acts simply as actions that are

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[77] Yule (1996), *Op. Cit.*, p. 47

[78] Aitchison, *Teach Yourself Linguistics.(* London: Hodder Headline 2003). p. 106

performed by saying something.[79] As Yule said, to express themselves, people do not only produce grammatical utterances.[80] From Yule's statements, we can conclude that an utterance consists not only of grammatical structures and words but also has actions or meanings. The basis of Austin's theory lies in 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. Based on this notion, he then proposed three dimensions that usually consist of speech acts: the locutionary act, the illocutionary act, and the perlocutionary act.[81]

c) **Locutionary Acts**

A locutionary act is called *the act of saying something*.[82] A locutionary act is an act in which a person produces an utterance or produces something meaningful. According to Leech, locutionary acts are taking action or saying something. According to Yule, locutionary speech acts are basic speech acts that produce meaningful linguistic expressions. Meanwhile, according to Rohamdi and Wijana, locutionary speech acts are speech acts to express something. For

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[79] J. L Austin. *How to Do Things with Words*. (London: Oxford University Press., 1962), p. 94.

[80] Yule (1996), *Op. Cit*., p. 47

[81] Schauer, G.A. 2009. *Interlanguage Pragmatic Development*: The Study Abroad Context. (London: Continuum International Publishing Group). p. 7

[82] I Dewa Putu Wijana. *Dasar-Dasar Pragmatik*. (Yogyakarta: Andi Offset, 1996) p. 17.

example, "the teacher told me to help her." Locutionary acts are intended to state something objectively or as it is.

d) **Illocutionary Acts**

The illocutionary act is called *The Act of Doing something*.[83] It is not only used to inform something but also to do something. Illocutionary acts relate to the intent of the speaker. There must be an intention behind the statement.[84] Yule adds that the illocutionary act is performed via the communicative force of an utterance, which is generally known as illocutionary force.[85] Examples of illocutionary acts are as follows:

 - Zakiya attended the thesis proposal seminar last week.

 - Zahra is sick.

The first example explains that if you say it to your interlocutor, such as a semester VII student in the same department, then it is not just information.

e) **Perlocutionary Acts**

Perlocutionary act is called *The Act of affecting something*.[86] A perlocutionary act concerns the effect an utterance may have on the addressee. A perlocution is the act by which the illocution produces a certain effect on or exerts a certain influence on the addressee. It means a perlocutionary act is the

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[83] *Ibid*., p. 18
[84] Cutting, J. *Pragmatics and Discourse*: A Resource Book for Students.(London and New York: Routledgea 2002).p. 16
[85] Yule (1996), *Op. Cit*., p. 48
[86] I Dewa Putu Wijana. *Op.Cit.* p. 20

hearer's reaction toward the speaker's utterance. The consequences of illocutionary acts are described as perlocutionary acts, or the effects of the utterance on the hearer. These ultimate effects are, of course, dependent on the particular circumstances of the utterance and are by no means always predictable. Those acts above will be explained with the examples below:

Farhan and Doni are free of tuition fees. If the utterance is made by the teacher or lecturer to his pupils, then the illocution is to ask his friends not to be jealous. Meanwhile, the perlocution was so that his friends would understand the economic situation of Farhan's and Doni's parents.

Austin, as cited in Searle and Wardhaugh later, developed his own classification of speech acts. Including the following :

a) **Verdictives**

Austin advocates that judgments deal with delivering judgments based on evidence or reason. This type of speech act is characterized by the verbs acquit, hold, calculate, describe, analyze, estimate, date, rank, assess, characterize, grade, estimate, and diagnose.

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. Other examples of exercitives are order, command, direct, plead, beg, recommend, entreat,

advise, dismiss, nominate, veto, declare closed, declare open, as well as announce, warn, proclaim, and give.

c) **Commissive**

Commitment is associated with the speaker's commitment to certain actions. Some examples that appear include promise, vow, pledge, covenant, swear, embrace, guarantee, and contract.

d) **Expositive**

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

e) **Behabitives**

Behaviors are concerned with people's behavior and society's attitude towards other people's imminent or past conduct. These are associated with such matters as blessing, cursing or challenging, congratulating, and apologizing.

c. **Searle's Classification of Speech Acts**

The classification of speech acts according to Searle is as follows: Searle's speech acts include words or expressions that can change the world or the state of affairs. According to Searle, as quoted in Mey, Austin's taxonomy does not maintain a clear distinction between verb illocution and action.[87] Searle divides the kinds

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[87] L. Jacob. Mey. *Pragmatics an Introduction.* (USA: Blackwell Publisher

of speech acts especially illocutionary acts into representative, directive, commissive, expressive, and declarative.[88] The following are the explanation of kinds of speech act, according to Searle:

a) Representatives

Representatives are kinds of speech acts that state or express what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are such forms of representation in which people represent the world as they believe it is. Examples of this type are agreeing, correcting, confirming, disagreeing, explaining, informing, predicting, and stating.[89]

b) Directives

Directives are speech acts that speakers use to get someone else to do something. This is a condition when the speaker asks the listener to take some actions or things or to express some circumstances or affairs. Based on Cutting, the illocutionary power of this action includes asking, ordering, reminding, requesting, suggesting, and warning. In addition, Yule proposed that leads can be considered negative as well as positive.[90] Meanwhile, the verbal element is realized with directive utterances to make it

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1993). p. 131.

[88] John R. Searle, *Speech Acts*. (Cambridge : Cambridge University Press. 1969), p. 10.

[89] Geoffrey N. Leech. *Principle of Pragmatics.* (New York: Longman Inc. 1983), p. 105

[90] Yule (1996), *Op. Cit*., p. 54

easier to understand the intended message and also in directive utterances that consider the element of politeness in locking in the message.[91]

For example, (a) give me a cup of milk. (b) Make it white. The example shows directions to the listener to do what the speaker says, which is to make a cup of milk and make it white.

c) Commissives

Commissives are those types of speech acts that speakers use to commit themselves to some course of future action.[92] In performing commissives, an intention is expressed by the speaker, and the proposition is in terms of the future acts that will be done by the speaker, which include granting, offering, and promising. Examples are (a) I will return, and (b) We will not do that.[93]

d) Expressive

Expressive is a speech act that states what the speaker feels. It expresses psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. Examples of this type are greeting, apologizing, thanking, stating anger, annoyance, disappointment, goodbye, pleasure, surprise, wishing, and complimenting.[94] The examples are: (a) I'm

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[91] Muhassin, M. (2022). A Semio-Pragmatic Analysis Of The World Health Organization's Campaign Posters Against Covid-19. *Sosiohumaniora*, 24(1), 59-68.

[92] *Ibid*

[93] Geoffrey N Leech, *Principless of Pragmatics* (London: Longman, 1983), p. 106

[94] Leech (1983), *Op. Cit.*, p. 106.

really sorry! and (b) congratulations! Both of the speakers in examples (a) and (b) show their psychological states. Speaker (a) expresses his or her psychological state of pardoning, and speaker (b) expresses his or her psychological state of congratulating. The speaker makes words fit the world (of feelings) by uttering an expression.

e) Declarative

Declarative is a kind of illocutionary act that can change the world through the utterance that is produced. As Searle states in Yule, declarative is a kind of speech act that changes the world via their utterance.[95] The word change, which is intended here, refers to any situation. It can be the changing of the status of a person or the ownership of something. Examples of this type are resigning, dismissing, christening, excommunicating, appointing, and sentencing.[96]

Examples are (a) Priest: Now I declare you husband and wife, and (b) This court sentences you to ten years in prison. All examples of changing the world through speech.

5. Direct and Indirect Speech Acts

Besides the classification of speech acts, an utterance has other features that are uttered by speakers. These features are direct and indirect

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[95] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996), p. 53
[96] Leech (1983), *Op. Cit.,* p. 106.

speech acts. According to Yule in his book Pragmatics, direct speech acts will occur if there is a direct relationship between the structure and function of speech, while indirect speech acts will occur if there is no relationship between the structure and function of the utterance.[97] Indirect speech acts are carried out when we tell what someone said with the same intention, but the wording is not the same or there is a change, then the sentence is called an indirect sentence. Yule's argument is that direct and indirect speech acts are another approach used to differentiate types of speech acts.[98] It can be made on the basis of the structure.

The things that must be considered in the form of Direct Speech Acts, namely:

1. The most important characteristic of a direct sentence is that it is accompanied by double quotation marks ("") or double quotation marks, not single quotation marks (').
2. The letter of the first word in direct speech must be capitalized.
3. Accompaniment sentences and direct speech are marked with a comma (,). Yes) yes guys. Here's an example: My uncle told me, "Please open the door!".
4. Direct sentences in the form of dialogue must use a colon (:) in front of the direct sentence.
5. In direct sentences, the intonation that is read is emphasized as if he were speaking in real terms.
6. Variations in the pattern of arrangement between quotation sentences and accompanying

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[97] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996), p. 55
[98] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996), p. 56

sentences in direct sentences can be like this: Accompaniment sentences, "quoted sentences."

Example sentences: Rara said, "I don't trust him anymore!"

Consider the following examples:

- She said, "I will come to Fani's graduation."
- My father said to my sister, "Open the window, please!"
- "Don't give up, everyone has a different way of success," Putri said.

Indirect speech is a sentence that is spoken to convey someone's statement. Example:

- She says that he is a clever student.
- He said that he was a good student.

Things to pay attention to in indirect speech, namely:

Reporting verbs (reporting sentences or accompanying sentences) and reporting words (sentences that are reported) are connected with English conjunctions or hyphens. One of the most popular is "that," but this conjunction is optional. For example, Dimas told Santi that he had just stopped working because there was a layoff from the office. Then, Dimas also asked Santi. for advice on what steps he should take. Then, Santi told Susan again that Dimas had a layoff, without explaining anything else in detail.

According to Yule, the functions of reported direct and indirect speech acts can be divided into three categories: statement, question,

and command or request.[99] A statement is a sentence that contains information, both in the form of facts and opinions. A question is a sentence that contains the meaning of the question. An interrogative sentence is a sentence that contains a question for another party to get an answer from the party being asked. Meanwhile, a request sentence is a sentence that is spoken to ask something from someone else.[100]

It also proposes three types of direct and indirect speech acts: declarative, imperative, and interrogative. Declarative is often associated with statements or assertions. Interrogatives usually relate to questions. Imperatives are related to commands or requests. In addition to the classification of speech acts, utterances have other characteristics uttered by speakers.

For the example :

a) **Statement**

Statement is a sentence that contains information, both in the form of facts and opinions. A statement sentence uses an introductory word and if the speaker reports back what someone else said, then the noun in the sentence must change.

Whereas in indirect sentences, the reporting verb and the word report are connected with That (that), for example:

W: He said, "I have seen the movie"

I : He said that he had seen the film.

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[99] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996).
[100] George Yule, *Pragmatics.* (Oxford: Oxford University. 1996).

b) **Question**

A question is a sentence that contains the meaning of the question. An interrogative sentence is a sentence that contains a question for another party to get an answer from the party being asked. If the interrogative sentence uses an auxiliary verb, Questions begin with question words: who, what, when, where.

In general, Reporting Verbs use the verbs: Ask, tell. Whereas in indirect sentences, Roporting Verb and Reported Word are connected with "If & Weather (If-Whether), for example:

D   : Ask him, "Do you like banana?"

I   : I asked him if he likes banana.

c) **Command and Requests**

Command sentences that are pronounced, and when written, these sentences end with an exclamation point. Meanwhile, a request sentence is a sentence that is spoken to ask something from someone else. Conditions that need to be considered:

If the Reported Words (reported words) are command/request sentences, then the reporting verb in the form of say or tell must be changed to a certain verb which indicates, among other things:

- Command, for example: ordered, commanded which means ordering or ordering.
- Teachings (instructions, guidance, upbringing), for example: advice which means to advise.

- Request, for example: ask which means asking or pleading.
- Request (a very urgent request), for example: beg which means to request or beg (very much).
- Prohibition, for example: forbade which means to prohibit.

6. Theory of Teaching and Learning

a) Theory of Teaching

Teaching is a series of actions taken away from the learners and intended to aid in the internal learning process.[101] According to Brown, teaching is the act of imparting knowledge while also providing directions, demonstrating how to perform a task, and guiding a student while they are learning.[102] The goal of Master is to make the world and its inhabitants better places to live.[103] In teaching, it is the teacher's job to help students gain knowledge or skills by guiding and facilitating their learning, preparing materials, and creating a good learning atmosphere so that the teaching and learning process can be achieved effectively. The teacher's way of teaching students is determined by their views on learning itself.[104]

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[101] Dr. A. H. Sequeira, *Introduction to Concepts of Teaching and Learning* (Surathkal: National Institute of Technology Karnataka, 2017), p.3.

[102] Ibid, p. 8.

[103] Philip. W. Jackson, *The Way Teaching Is* (Chicago:University of Chicago), p.7.

[104] Brown. *Principles of Language Learning and Teaching* (4th Edition). (New York: Pearson Education. 2000).p. 7

b) Theory of Learning

Learning is the process of gaining experiences, knowledge, skills, and values by figuring out what to do and how to do any given task by combining the various types of information that we can perceive.[105] According to Brown, learning is the process of gaining knowledge about a subject or skill through instruction, experience, or teaching.[106] Similar to Brown's last component of the definition of learning, Kimble and Garmezy, as cited in Brown, support the idea that learning is not only about acquiring knowledge but also about permanent changes in behavior brought on by reinforced practice. This idea is similar to that of Brown's final component of the definition of learning.

a) Task

A task is something that must be done by students on the orders of teachers who teach certain subjects. According to Nunan, the definition of a task is part of class work that involves students in understanding, manipulating, producing, or interacting. The existence of grammar allows language users to express different things with communicative meaning.[107] Similarly, Ellis defines a task as "a work

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[105] *Op. Cit*, p.4-5.

[106] H. Douglas Brown, *Principles of Language and Teaching* (Newyork :Pearson Education, 2006), p.7.

[107] Nunan. *Task-based Language Teaching*. (Cambridge: Cambridge University Press. 2004), p. 4.

plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed."[108]

b) **Method**

Method is one of the main factors that contribute to the success or failure of teaching English. According to Harmer, five teaching models have a significant impact on classroom practice.[109] Consist of:

1) **Grammar Translation Method**

The grammar translation method is a foreign language teaching method derived from the classical teaching methods, namely Greek and Latin. This model focuses on analyzing grammar and finding equivalences between the student's language and the target language.

2) **Audio-Lingulism**

Audiolingual is a method of teaching English that emphasizes listening, speaking, reading, and writing comprehension. This method is also a teaching style used in teaching foreign languages that recognizes.

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[108] R. Ellis. Task-based Language Learning and Teaching. (Oxford: Oxford University Press. 2003), p.16.

[109] Harmer, J. *Op.Cit*. p. 79.

3) **Presentation, Practice and Production or PPP**

PPP which stands for Presentation, Practice, and Production, is the next method. The language is then presented.

1. Presentation: The teacher shows or presents the concept or material to be learned to students.
2. Practice: Students practice using the concepts they have just learned through the activities provided by the teacher.
3. Production: Students apply the concepts learned in a wider context, such as making conversations or writing paragraphs using the structures just learned.

4) **Communicative Language Teaching**

Communicative Language Teaching is a language teaching method that emphasizes communication as the main goal of learning. In this method, students are devoted to learning the language by carrying out actual social interactions, such as conversations, presentations, and discussions.

5) **Task-based Learning**

Task-based learning is an approach to language learning where learners are given interactive tasks to complete.

7. **The Use of Speech Act in Teaching and Learning Process**

The success of the English teaching and learning process in the classroom depends on several factors, one of which is the teacher's language. Celce-Murcia of Sri Meiweni Basra states that language use in the classroom affects students' learning process and progress. According to Bach, the teacher's speech acts vary in this typical speech situation involving the teacher as a speaker and students as listeners. Bach stated that it is not only about the words spoken by the teacher but also about the teacher's intention toward the listeners.

As English teachers, they frequently make utterances while interacting with students in the classroom. Searle states that directive speech acts such as commands, orders, advice, requests, warnings, and so forth are the speech acts mostly used by teachers in classroom interaction with the students. Considering the explanation above, this study focuses on classroom interaction during the teaching and learning process and the types of speech acts produced by the teacher.

8. **Discourse Analysis**

a. **Definition of Analysis**

Definition of analysis in the Big Indonesian Dictionary. There are several meanings namely:

1. The word analysis is defined as an investigation of an event (writing, deed, etc.) to find out the actual situation causes, circumstances, and so on.

2. Decomposition of a subject over its various parts and analysis of the parts themselves as well as the relationships between parts to obtain a proper understanding of the meaning as a whole.

3. After that, it is reviewed as well as possible.[110]

Of the three meanings above, it can be concluded that analysis is an activity carried out in detail, such as parsing, differentiating, selecting something to be regrouped according to certain criteria, looking for its relation, and then interpreting its meaning.

b. **Definition of Discourse**

In the Contemporary Indonesian Dictionary, there are three meanings of the word discourse. First, conversation, speech, and speech. Second is the whole speech or conversation, which is a unit. Third, the largest, most complete language unit, the realization of which is in the form of a complete composition, such as novels, books, and articles.[111] Discourse is a series of matching sentences that connect one sentence

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[110] DEPDIKNAS, *large Indonesian dictionary*, (Jakarta: librarian), p. 43
[111] Mulyana, Discourse Studies*: Theories, Methods, Applications, and Principles of Discourse Analysis* (Jogjakarta: Tiara Wacana, 2005), p. 3.

to another so as to form a single unit.[112] In Alex Sobur's book, it is written that the notion of discourse, according to Ismail Muharimin, namely the ability to progress, according to orderly and proper sequences and the communication of ideas, both spoken and written, is official and orderly.[113]

c. **Definition of Discourse Analysis**

Discourse analysis is a way used to dismantle the meaning or message of communication contained in a text, both textually and contextually. So that the meaning extracted from a text or communication message is not only seen from the text that is clearly written but more than that.[114] Discourse analysis is the study of message structure in communication.[115] In short, discourse is the analysis of linguistic units of usage in spoken or written language that involves the speaker or writer and the recipient of the message listener or reader in the act of communication.[116] Discourse analysis is used to describe activities across disciplines as varied as the sociolinguistics, the psycholinguistics, philosophical linguistics,

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[112] Eriyanto, Discourse Analysis: *Introduction to media text analysis* (Yogyakarta: LKiS, 2006), p. 3.

[113] Alex Sobur, Media Text Analysis: *An Introduction to Discourse Analysis, Semiotic Analysis, and Framing Analysis* (Bandung: PT. Remaja Rosdakarya, 2006), 4th edition, p. 10.

[114] *Op.Cit*. p. 7

[115] Henry Guntur Tarigan, *Discourse Teaching*, (Bandung: Space, 2009), p. 24

[116] Slembrouck, Steff. *What is Meant by Discourse Analysis.* (Belgium: Ghent University. 2003), p. 1.

and computational linguistics.[117] Of the many discourse analysis models introduced and developed by several experts, the Van Dijk model is the most widely used. According to Van Dijk, as quoted by Eryanto, research on discourse is not enough to be based solely on text analysis because the text is only the result of a process of production practices, which must also be observed and seen to gain an understanding of why texts are like that.[118]

The following is a discourse analysis framework according to the Van Dijk model :

c. Text

Teun Van Dijk sees a discourse as consisting of various elements structure/level, where each part supports the other. Van Dijk divides it into three levels:

1. Macro structure is a global or general meaning of a text that can be seen by looking at the topic or theme that will be put forward.
2. Super structure is the framework of a text: how the parts of the text are arranged as a whole.
3. Micro structure is the meaning of discourse that can be observed from small parts of a text, namely words, sentences, propositions, sub-sentences, paraphrases, and pictures.

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[117] Harimurti Kridalaksana.*Llinguistic Dictionary*.(Jakarta: Gramedia, 1984), p. 179.

[118] Eriyanto, discourse analysis: *an introduction to media text analysis*, (yogyakarta: Lkis 2006) p. 221.

b. Social cognition

Van Dijk examines texts from another side that is not seen by other discourse research, which examines how a text is produced by paying attention to the background of beliefs, knowledge, attitudes, norms, values, and ideology adhered to as part of a group. To unravel the hidden meanings of the text, an analysis of cognition and social context is needed.[119]

c. Social context

The point of concern of discourse analysis is that describing text and context together in a context communication process is very important for determining the meaning of an objective.

d. Classroom Discourse

Classroom discourse is an interaction between teachers and learners and between learners and learners. It is generally claimed to form an isolated discourse domain. Teachers and students construct an understanding of their roles and relationships and the expectations for their involvement in the classroom. Cazden states that the study of classroom discourse refers to the study of that communication system.[120] According to Nunan, classroom discourse refers to a special type of discourse that occurs in classrooms. This type of language is often different in form and function from the language

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[119] *Ibid.*, p. 260
[120] C.B. Cazden, *Classroom Discourse* : *The Language of Teaching and Learning*. (Portsmouth: Heinemann, 1988).

used in everyday conversation because the roles played by the participants are different[121]. Moreover, Johnson, as described by Richards and Nunan, adds that interpersonal aspects of classroom discourse are broken down into three categories: control, organization, and motivation. Often, directive actions are used to achieve control and structure. The command and organization modes are best illustrated by phrases like "Stand up" and "Why are you late?" Although expressions like "well done" and "that was a good try" are commonly used to execute motivational actions.

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[121] Nunan, D. *Introducing Discourse Analysis.* London: Penguin English, 1993.

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