

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion based on the data collected that related to the research problems the discussion section will globally be explained after presenting the data based on the Cook theoretical framework.

A. Findings

In this chapter, the researcher presents about the research findings and discussion organized according to the presentation of research problems. The first question concerns with classification of the directive acts found in English teacher's talk in classroom interaction in elementary level. The second also concerns with classification of the directive act found in English teacher's talk in classroom interaction in junior high school level. The third problem focuses on how directive acts are formally realized and the fourth problem focuses on the comparison of directive acts found in both levels of education.

1. Directive Acts Found in English Teachers' Talk in Classroom Interaction in Elementary School.

In this research, directive acts are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. In other words, directive acts are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants.

The researcher found two types of directive acts in English teacher's talk in classroom interaction in Elementary School; they are ordering and requesting.

a) Ordering

According to Cambridge advanced learner's dictionary (third edition), Ordering is orders someone to do something, or order something to be done, they tell someone to do it.

Therefore, ordering here means that the speaker wants to the hearer to do something as the speaker said. The researcher found 11 utterances that use ordering acts. Therefore, the analysis of utterances containing directive acts by paradigm case ordering as follows:

- [1]T : Assalamu'alaikum warahmatullahi wa barokatuh.
 S : Wa'alaikum salam warahmatullahi wa barokatuh.
 T : Alhamdulillah my students, today you can meet me again, *Ustadzah* Ni'mah. Before we start our study, how are you today?
 S : I'm fine, and you?
 T : Alhamdulillah, very well. Thank you. Ok students, before we start studying today, **let's we pray to Allah Swt. by reading Al Fatihah, shalawat message and awal majlis together, with one, two, three... (1)**
 All : أعوذ بالله من الشيطان الرجيم...

"I seek refuge in Allah from the accursed satan's temptation"

Description of Context:

- Setting and Scene : the dialogue occurs at the VID classroom, where T opens studying in front of S of members of VID class.
 Participants : T: *Ustadzah* Ni'mah
 S: All students
 Act Sequence : T asks S to open their study by praying together.

Utterance (1) contains in act of **Ordering** because the speaker orders the hearer to do something. In utterance (1) the speaker orders the hearer to pray together before open the study, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **let's**, an act of ordering done by English teacher in elementary level can also be realized in noun phrase without being preceded by verb. See the following data:

[2]T: **Your hand! (2)**

All : بسم الله الرحمن الرحيم # الحمد لله رب العالمين # الرحمن الرحيم # ملك يوم الدين # اياك نعبد و اياك نستعين # اهدنا الصراط المستقيم # صراط الدين انعمت عليهم غير المغضوب عليهم ولا الضالين # رب اغفر لي ولوالديا وللمؤمنين امين يا رب العلمين.

“In the name of Allah, the Beneficent, the Merciful. All praise is due to Allah, the Lord of the Worlds. The Beneficent, The Merciful. Master of the Day of Judgment. Thee do we serve and Thee do we beseech for help. Keep us on the right path. The path of those upon whom Thou hast bestowed favors. Not (the path) of those upon whom Thy wrath is brought down, nor of those who go astray. The Lord have mercy welwaldia and insured Secretary Lord alalman.

اللهم صلي و سلم على سيدنا محمد سهل و يسر ما بعست x 3

“Oh God, blessings and peace be upon our Prophet Muhammad is easy and what is pleased Bast”

اللهم ان اعوذ بك ان اضل او اضل او ازل او ازل او اضلم او اضلم او اجهل او يجهل علييا و صلى الله على سيدنا محمد و على اهله و صحبه و سلام. والحمد لله رب العلمين.

“God forbid you to be astray or astray or Remove or Remove or Adilm or Adilm or ignorant or unaware of Aliya, and God bless our Prophet Muhammad and his family and companions and peace. Praise be to Allah, Lord of El Alamein”.

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T opens studying in front of S of members of VID class.

Participants : T: *Ustadzah Ni'mah*
S: All students

Act Sequence : T asks S to take up their hand when praying.
 Utterance (2) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (2) the speaker orders the hearer to take up their hand when praying, the speaker is the older one than the hearer and to strengthen the statement.

Besides being realized by using **your hand**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[3]T: Ok, Attention, please! Attention please eaaa.
 One, two, three! **Follow Ustadzah!** (3)
 North!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of members of VID class.

Participants : T: *Ustadzah* Ni'mah
 S: All students

Act Sequence : (3) T orders S to follow her.
 Utterance (3) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterances (3) the speaker orders the hearer to follow her, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **follow**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[4]S : North!
 T : West!
 S : West!
 T : East!
 S : East!

T : **Clap your hand! (4)**
 S : Prok prok prokkk!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
 S: All students

Act Sequence : T asks S to clap their hand together.

Utterance (4) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (4) the speaker orders the hearer to clap their hand together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **clap**, an act of ordering done by English teacher in elementary level can also be realized in in adverb phrase being preceded by verb. See the following data:

[5]T : South east!
 S : South east!
 T : South west!
 S : South west!
 T : north West!
 S : north West!
 T : north east!
 S : north east!
 T : **Jump! (5)**
 S : Jump!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
 S: All students

Act Sequence : T asks S to jump together.

Utterance (5) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (5) the speaker orders the hearer to jump together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **jump**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[6]T : And then **step your foot! Step your foot! Step your foot!**
Step your foot! Step your foot!
Jump!
Blend your eye!
Shake hand with your friend! Shake hand your friend! Say?
Keep smile! (6)

Description of Context:

Setting and Scene	: the dialogue occurs at the VID classroom, when T teaching S of students of VID class.
Participants	: T: <i>Ustadzah</i> Ni'mah S: All students
Act Sequence	: T asks S to step their foot, jump, blend their eye, shake hand with friend and keep smile together.

Utterance (6) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (6) the speaker orders the hearer to step their foot, jump, blend their eye, shake hand with friend and keep smile together, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **step, jump, blend, shake** and **keep**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[7]T : **Clap your hand! (7)**
S : Prok prok prookkk

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
S: All students

Act Sequence : T asks S to clap their hand together.

Utterance (7) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (7) the speaker orders the hearer to clap their hand together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **clap**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[8]T : North east!
S : North east!
T : **Clap your foot! (8)**
S : brok brok brook

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
S: All students

Act Sequence : T asks S to clap their foot together.

Utterance (8) **Ordering** because the speaker orders the hearer to do something. In utterance (8) the speaker orders the hearer to clap their foot together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **clap**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[9]T : **Jump! (9)**
All : Dung po dung pret and then shake hand!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.
Participants : T: *Ustadzah* Ni'mah
S: All students
Act Sequence : T asks S to jump together.

Utterance (9) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (9) the speaker orders the hearer to jump together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **jump**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[10]T : **Shake your hand! (10)**
All : Don't forget to smile.
T : Don't forget to smile!
Where is your friend? Where is your friend? Your friend, your friend. Shake hand with your friend.

Ok, understand? Ok, my students, after you have understand about eee compass point, I hope you can discuss with your friend and then have you group if in present to the others group. Understand what I mean?

S : Yes.

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
S: All students

Act Sequence : T asks S to shake their hand together.

Utterance (10) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (10) the speaker orders the hearer to shake their hand together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **shake**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

[11]T : Ok, we can say together Alhamdulillah.

S : Alhamdulillah!

T : **Let's we conclusion together, let's we conclusion together!**
(11) What is the study for today? We have study about compass point, and then the second, and then the second we study is... we have study a compass point, the second, the second we study about command...

All : command sentences.

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class to make conclusion of their lesson.

Participants : T: *Ustadzah* Ni'mah
S: All students

Act Sequence : T asks S to make conclusion of their lesson together.

Utterance (11) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (11) the speaker orders the hearer to make conclusion together, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

b) Requesting

Another directive act found in this study is an act of requesting. According to Cambridge advanced learner's dictionary (third edition), requesting is to ask for something politely or officially. Therefore, requesting here means that the speaker wants to order the hearer politeness to do something as the speaker said. The researcher found 4 utterances containing directive acts by paradigm case requesting as follow:

[12]T : Ok my students, now we will study about compass. *Ustadzah* will remind you before we study. So, you must listen and repeat me, after *Ustadzah*.

Please, you can stand up my students! Stand up, please! Than we do it together, same with my hand eaaa. If Usrtadzah say "north" you must, you must turn a left and than your hand eaaa.

Ok! Bima, **can you stand up? (12)**

Ok, never mind Bima stand up with me, never mind. Lohhhhh, never mind.

All : haahaaaahaa

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of members of VID class.

Participants : T: *Ustadzah* Ni'mah

S: All students

Act Sequence : T asks S to stand up together.
 Utterance (12) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (12) the speaker asks the hearer to stand up together to practice compass direction, the speaker used the sentence politely and officially, the sentence used the specific characteristic there is using the word “Please” and “Can”.

Besides being realized by using **can** and **please** in the front of utterance, an act of requesting done by English teacher in elementary level can also be realized in noun phrase by using **please** in the end of utterance. See the following data:

[13]T : Ok, **Attention, please! Attention please, (13)** eaaa.
 One, two, three! Follow *Ustadzah!*

North!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of members of VID class.

Participants : T: *Ustadzah* Ni'mah
 S: All students

Act Sequence : T asks S to stand up together.
 Utterance (13) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (13) the speaker asks the hearer to give attention to the speaker, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in elementary level can also be realized in adverb phrase by using **please** in the front of utterance. See the following data:

[14]T : Ok, I hope every group consists three until six years, six students. **Please make a group eaaa and then make a group.** And then, **please pay attention, (14)** after that you can discuss with your friend, you can discuss with your friend. Hello, attentions please Helmi and Yazid. Ok, listen *Ustadzah* says, do you know clap your hand?

Description of Context:

Setting and Scene : the dialogue occurs at the VD classroom, where T teaching S of students of VD class.
 Participants : T: *Ustadzah* Ni'mah
 S: All students
 Act Sequence : T asks S to make a group and give attention to the speaker.

Utterance (14) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (14) the speaker asks the hearer to make a group and give attention to the speaker, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please".

Besides being realized by using **please** in the front of utterance, an act of requesting done by English teacher in elementary level can also be realized in the sentence by using **please** in the front of utterance and uses the modal **can**. See the following data:

[15]T : Do you understand what I mean?
 S : Yes.
 T : Yes. Have you group just until consist three until six students. **Please you can sit again and then discuss again. (15)** *Ustadzah* gives time for you five minutes and then you must create is your instruction to the others group.

Eight eee eight questions. You make eight question to your friends and then create in your, in your paper. After this, discuss with your friend. So you can eee you get, you get give instruction to the others group. Together!
 What time is it, now my students? Please look at the clock. Nine. And then *Ustadzah* give time for you. How many minutes?

S1 : How many? Ten.

T : Ten? Ok, ten past nine you must finish.

Eight questions, you make eight questions write down.

(T writes down in white board and checked students' activities).

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of students of VID class.

Participants : T: *Ustadzah* Ni'mah
 S: All students

Act Sequence : T asks S to sit down and discuss together.

Utterance (15) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (15) the speaker asks the hearer to sit down and discuss with their friends' group to practice compass, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please" and "Can".

2. Directive Acts Found in English Teachers' Talk in Classroom Interaction in Junior High School.

As explained above, the researcher found two types also of directive acts found in English teacher's talk in classroom interaction in Junior High School; there are ordering and requesting.

a) Ordering

[1]T : Ok, One lesson one minute, enough you? One lesson one minute?

- S3 : One lesson one minute?
No!
- All : No, no, no!
- T : Ok, for about ten minutes.
- S2 : Three minutes?
- T : No! Do it this paper.
- S3 : *Malah penak nek kunu, kok malah ijolan panggon, Ki?*
“Why must you change your sit?”
- S4 : *Gak opo-opo, aku ben iso beraksi, ben iso munyer-munyer.*
“It does not matter, I can act, I can pirouette”
- T : I will give you for about ten minutes, enough. **Do it now! (1)**

Description of Context:

- Setting and Scene : the dialogue occurs at the IXA classroom, where T gives English exercises in front of S of members of IXA class.
- Participants : T: *Ustadzah* Tuti
S: All students
- Act Sequence : T asks S to do the exercise by their selves at that moment.

Utterance (1) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (1) the speaker orders the hearer to do the exercise by their selves at that moment, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **do**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

- [2](*Students make noisy and the teacher leave them*)
T : *Ayo... Harry up! (2)*

Description of Context:

- Setting and Scene : the dialogue occurs at the IXA classroom, where T supervises S of IXA class when they do the exercise.
- Participants : T: *Ustadzah* Tuti

S: All students

Act Sequence : T asks S to do their exercise quickly.
 Utterance (2) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (2) the speaker orders the hearer to do the exercise quickly, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **hurry**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[3]T : Faiz, what do you talking about?
Keep Silent! (3)
(Students do the exercises and make noisy while the teacher writing on her book).

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T gives English exercises in front of S of members of IXA class.

Participants : T: *Ustadzah* Tuti
 S: All students

Act Sequence : T asks S to keep silent when they do their exercise.

Utterance (3) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (3) the speaker orders the hearer to keep silent when they do the exercises, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **keep**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[4]T : Look at the activity, not the place. Ok, **next Qowim! (4)**
 S10 : see you there, the underlined word refers to? C, Fino.

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class correct the exercise.
 Participants : T: *Ustadzah* Tuti
 S10: the member of IXA class.
 Act Sequence : T asks S to answer the question and give the reason.

Utterance (4) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (4) the speaker orders the hearer to answer the question and give the reason, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **next**, an act of ordering done by English teacher in junior high school level can also be realized in noun phrase without being preceded by verb. See the following data:

[5]S7 : *Jawaban e B, iku Thursday salah looo*
 “The answer is B. Thursday is wrong.”
 T : Thursday *gak bisa eaaa. Eaaa* B. ok, next!
 “Thursday is wrong and B is right.”
 S5 : *Loh Josy kok diganti?*
 “Why you change the answer written, Josy?”
 T : **Must be honesty! Harus jujur lo eaaa. (5)**
 Ayo **Hamdan, next! (6)**
 S11 : Group, group, group
 T : ok, what is meaning of unit?
 S11 : *Satuan*
 “unit”

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class correct the exercise.

Participants : T: *Ustadzah* Tuti
 S11: the member of IXA class.
 Act Sequence : (5) T asks S to be honesty human of their projects.
 (6) T asks S11 to answer the question and give the reason.

Utterance (5) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (5) the speaker orders the hearer to be honesty human of their projects, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **must be**, an act of ordering done by English teacher in junior high school level can also be realized in noun phrase without being preceded by verb. See the following data:

Utterance (6) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (6) the speaker orders the hearer to answer the question and give the reason, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **next**, an act of ordering done by English teacher in junior high school level can also be realized in noun phrase without being preceded by verb. See the following data:

[6]T : ok, number seven, who did he love? Princess Purnama Bulan.
 S3 : Bulan
 T : **Must be complete name!** (7) *Nama yang komplit*. And then, eight!

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class analyze the text.

Participants : T: *Ustadzah* Tuti
S3: the member of IXA class.

Act Sequence : (7) T asks S to answer the question completely.

Utterance (7) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (7) the speaker orders the hearer to answer the question completely, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **must be complete**, an act of ordering done by English teacher in junior high school level can also be realized in noun phrase without being preceded by verb. See the following data:

[7]T : Ok, good!
Ok, enough. Next week, we will continue it.
Ok, we have separated time again, we have separated time again.

S7 : *Seperempat menit.*
“Quarter minutes”

S3 : *Seperempat menit?*
“Quarter minutes”

(They laugh together)

T : Ok, next time, **you must know what the meaning of separated time! You must know and understand what the meaning of separated time! (8)**

S7 : Separated time *ki opo to Bu?*
“What is separated time, Mom?”

T : Last time you can ask, Mom, what the meaning of separated time? Separated time is... Ok students, our time now will separate for about a quarter.

(Students make noisy)

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T studying in front of S of members of IXA in the last meeting.

Participants : T: *Ustadzah* Tuti
S: All students.

Act Sequence : T asks S to find out the meaning of separated time.

Utterance (8) **Ordering** because the speaker orders the hearer to do something. In utterance (8) the speaker orders the hearer to find out the meaning of separated time, the speaker is the older one than the hearer and to strengthen the statement.

Besides being realized by using **know**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[8]T : Until number ten, until blow, blew, blown. Ok, every our meeting memorizing ten verb. *Eaaa tomorrow tidak harus Ustadzah ingatkan* directly *Ustadzah* need one by one memorizing ten verbs.

“Tomorrow, *Ustadzah* should not remind you”

Ok guys, hello! Ok, well students. **Let’s we close our lesson now by reside *kafaratul Majlis!* (9)**

All : سبحنك الله و بحمدك , اشهد ان لا اله الا انت استغفك و اتب اليك :

”God Sobhnik and praise, I bear witness that there is no god but you Astgfk and wrote to you.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T teaching in front of S of members of IXA class in the last meeting.

Participants : T: *Ustadzah* Tuti
S: All students.

Act Sequence : T asks S to close the lesson by reside *kafaratul majlis* together.

Utterance (9) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (9) the speaker orders

the hearer to close the lesson by reside *kafaratul majlis* together, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **let's**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[9]T : **Let's thanks to giving Allah Swt.** and we hope all students here, all students in the seventh A and B, in the program English, we hope Allah always give you...

(Some students enter to classroom and shake hand with the teacher)

T : Allah always give you the successful and **let's say, let's pray to Allah Swt. by surah Al Fatihah. Al Fatihah! (10)**

All : أعوذ بالله من الشيطان الرجيم # بسم الله الرحمن الرحيم # الحمد لله رب العالمين # الرحمن الرحيم # ملك يوم الدين # اياك نعبد و اياك نستعين # اهدنا الصراط المستقيم # صراط الدين انعمت عليهم غير المغضوب عليهم ولا الضالين # رب اغفرلي ولوالديا وللمؤمنين امين يا رب العلمن.

"I seek refuge in Allah from the accursed satan's temptation. In the name of Allah, the Beneficent, the Merciful. All praise is due to Allah, the Lord of the Worlds. The Beneficent, The Merciful. Master of the Day of Judgment. Thee do we serve and Thee do we beseech for help. Keep us on the right path. The path of those upon whom Thou hast bestowed favors. Not (the path) of those upon whom Thy wrath is brought down, nor of those who go astray. The Lord have mercy welwaldia and insured Secretary Lord alalman."

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom where T opens studying in front of S of members of IXB class.

Participants : T: *Ustadz Heru*
S: All students

Act Sequence : T asks S to thankful to Allah Swt. for His Blessing.

Utterance (10) **Ordering** because the speaker orders the hearer to do something. In utterance (10) the speaker orders the hearer to thankful to Allah Swt. for His Blessing, the speaker is the older one

than the hearer, the verb is put in the front of utterance and to strengthen the verb.

Besides being realized by using **let's**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[10]T : The key of successful you must be success students beginning, *kunci kesuksesanmu hari ini adalah, Pak Heru harus bilang eaaa pada keaktifan kalian, fokus kalian. Ok, wes kasep, omong-omongan dewe, jo, Paijo! Sini, maju ke depan sini. Moving, moving, Zidni, Amar! (11) Itu looo, atau di sini gak apa-apa. kursinya diambil, kursinya diambil, bawa ke sini, sini! Agak mepek gak apa-apa.*

“The key of success depend on your actively and your focus. You have came late, make a noisy, Jo, Paijo! Come here! Moving, moving, Zidni, Amar! Sit on that or take your chair here!”

Ok, enough. **Get out your English book and then you can open on page eleven. You open on page eleven. (12)** We will starting together, what this chapter? What the title of this chapter? The title of this chapter is...? What the title of this chapter is...?

S : Advertisement!

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.
 Participants : T: *Ustadz* Heru
 S: All students
 Act Sequence : (11) T asks two students to move their sit.
 (12) T asks S to get out their English book and open page eleven.

Utterance (11) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (11) the speaker orders the hearer two students to move their sit, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **moving**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

Utterance (12) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (12) the speaker orders the hearer to get out their English book and open page eleven, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **get out**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[11]T : *Seperti yang sering Pak Heru sampaikan, if you didn't know the meaning, please write down the meaning! Jika tidak tahu artinya, tulis arti di bawahnya. Ayooo, don't be dlongap-dlongop students.*

“As like *Ustadz* Heru said, if you didn't know the meaning, please write down the meaning! If you don't the meaning, write down it in udder the text. Common, don't be stupid students.”

Prepare your pen, pencil its ok. (13)

And then please you write the meaning, write down the meaning. Write down the meaning. Advertisement, you know what does its mean, advertisement in Indonesia? Aqil? Advertisement? Zidni? Autat?

S1 : *Iklan.*
“Advertisement”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.
Participants : T: *Ustadz* Heru
S: All students
Act Sequence : (13) T asks S to prepare and get out their pen.

Utterance (13) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (13) the speaker orders the hearer to get prepare and get out their pen, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **prepare**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[12]S3 : ...*(the voice is not clear)*

T : Ok, **stop! Loudly! (14)** *Yang keras! Louder! Advertisement! Yang lain biar jelas. Ayooo one, two, three!*

“Loudly, please! Louder! Advertisement! So your friend can hear it. Common, one, two, three!

S3 : Advertisement! *Tujuan adalah media pengajaran yang bertujuan untuk mengajak pendengar atau pembaca agar membeli atau menggunakan barang atau jasa yang ditawarkan dalam iklan tersebut.*

“Advertisement is teaching media that aims to bring the listener or reader to buy or use goods or services offered in it.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*
S3: The member of IXB class.

Act Sequence : T asks S3 to read the text loudly.

Utterance (14) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (14) the speaker orders the hearer to read the text loudly, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **stop**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[13]T : Ok, **stop! Alvin, Continue! Next! (15)**

S4 : *Iklan pertelevisian yaitu iklan yang dipergunakan iklan cetak dan visual. Iklan yang dipergunakan disampaikan melalui media radio, iklan cetak disampaikan melalui media cetak dan elektronik, bisa berupa majalah, radio, pamphlet. Iklan visual disampaikan melalui media televisi.*

“Television advertisement is advertisement for print ads and visual. The ad used delivered through the media of radio, print advertising delivered via print and electronic media, could either be magazines, radio, pamphlet. Visual advertising delivered through the medium of television”.

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*
S4: The member of IXB class.

Act Sequence : T asks S3 to stop his reading and asks S4 to continue the reading.

Utterance (15) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (15) the speaker orders the hearer to stop his reading and will be continue with next hearer, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **stop**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[14]T : Ok, **stop! You must stop here and then next, continue Ahmad! (16)**

S5 : *Adapun bentuk iklan diantaranya produk, baik barang maupun jasa dan iklan lowongan pekerjaan.*

“As for the forms of advertisement includes products, goods or services and the job.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.
 Participants : T: *Ustadz Heru*
 S5: The member of IXB class.
 Act Sequence : T asks S4 to stop his reading and asks S5 to continue the reading.

Utterance (16) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (16) the speaker orders the hearer to stop his reading and will be continue with next hearer, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **stop**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[15]T : Ok, you are right. **Give applause together!** (17)
 (*Prok prok prok*)

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.
 Participants : T: *Ustadz Heru*
 S: All students.
 Act Sequence : T asks S to give applause for their achievement.

Utterance (17) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (17) the speaker orders the hearer to give applause for their achievement, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **give**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

- [16]T : To promote of coffee filters. *Eaaa, mempromosikan produk coffee filters. Number four, Diego! Diego ini, laporannya dari Ustadz Rahmat dia punya indera keenam. Ok, well, do you show it write those text? Number four!*
 “To promote product of coffee filters. Number four, Diego! Ustadz Rahmad said Diego has sense.”
- S8 : *(The voice is not clear)*
- T : **Repeat once more again! (18)** Listen, please! Your friend, Diego. **Answer this question! Speak louder! (19)** *yang keras Diego, yang keras!*
 “Loudly, Diego! Loudly please!”
- S8 : Where...

Description of Context:

- Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.
- Participants : T: *Ustadz Heru*
 S8: The member of IXB class
 S: All students
- Act Sequence : (18) T asks S8 to repeat his reading again.
 (19) T asks S8 to repeat his answer loudly.
- Utterance (18) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (18) the speaker orders the hearer to repeat his reading again, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **repeat**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

Utterance (19) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (19) the speaker orders the hearer to repeat his answer loudly, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **answer**, an act of ordering done by English teacher in junior high school level can also be realized in noun phrase without being preceded by verb. See the following data:

[17]T : *Media sosial, bagus. Karena ini namanya advertisement jadi bisa di mana-mana. In the news paper maybe, magazine, dan lain-lain. Ok, gitu eaaa. Mas Diego paham? Number five, Aming number five, Ming! (20) Do you think, it is important to read? Apakah ini penting untuk dibaca, Ming? Yes or no?*
 “Social media, that’s right. Because it is advertisement, so the place whereas is. In the news paper maybe, magazine, and others. Like that, do you understand, Diego? Number five, Aming number five, Ming! Do you think, it is important to read? It is important to read?”

S9 : Yes

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz* Heru
 S9: The member of IXB class.

Act Sequence : T asks S to answer the question.

Utterance (20) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (20) the speaker orders the hearer to answer the question number five, the speaker is the older one than the hearer and to strengthen the statement.

Besides being realized by using **number**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[18]S7 : *Pak, indra keenam e Diego apa Pak?*

“What is Diego’s sense, sir?”

T : *Diego itu bukannya punya indra keenam, tapi kecerdasan religi. Dan Diego itu KI 1 dan KI 2 nya itu luar biasa. KI 1 itu adalah kecerdasan spiritual, keimanannya, aqidahnya luar biasa. Zidni, KI Inya luare biasa, KI 2nya luar biasa, 3 & 4 juga luar biasa. Huttzzzz, ojo rame. Karo ngerjak ne, pak Heru tak cerito. Kalau Jum’atan itu yang lkurus, gak usah menggak menggok. Jadi, tadi adik-adikmu kelas tujuh pengene ndelok manok gemak ngendok, asli ne cerita ne ngono. Manok gemak e nangsang nek wet, kebetulan di sebelah utaranya rumahnya bapaknya. Wes tak inceng ket mau, iki nyapo iki bocah ki, sijine ngono malah playon turot omah e uwong ki. Sudah dipantau dari tadi sama Ustadz Ustadzahnya, nyapo kok sampe kluyuran teko kono ki, perkoro gur pungen ndelok manuk gemak di pohon. Nah, Bili itu ngerti kalau di kolam kecil, seperti pot besar ada ikan kecil-kecil, dirayuk gitu, katanya gak dibawa, tapi eo embuh. Ikan e kecil-kecil, warna-warni, cupang. Dilihat ikannya kok bagus. Nah, ndelalah bapaknya itu sering kehilangan, tiap jum’at selalu ada yang hilang ikannya. Eo wes, sak enek e bocah dicekel. Jadi ne Angga, Bili. Jane eo gak njikuk. Makanya, jangan kelayapan ke mana-mana. Jijali, ngene ki, lek enek ngene ki sing ngatasi sopo? Eo guru ne. bikin nama jelek saja. Kalau bukan haknya itu jangan diambil, wes pokoknya jangan melakukan hal yang bisa menimbulkan fitnah, memunculkan yang orang lain curiga. Yang kelas IX diomongi adik-adiknya.*

Ok, now, **let’s go! (21)** *Kamu lihat itu, Bramantio’s play station jalan Aditya Warman, Surabaya 031824114. Kalau ada iklan seperti itu, kira-kira untuk mengisi, what is the correct answer by the blank? Apa jawaban yang tepat dari titik kosong. Satisfaction, update, cheap, ini suruh milih ea. No 1 A atau B, B eaaa. Iyaaa alright. Number one, B... (the voice is not clear)*

“Diego is not having sense, but spiritual skill. His KI 1 and KI 2 are so good. KI 1 is spiritual skill, his reliance is so amazing. KI 2, 3 and 4 are amazing also. Don’t be noisy. While do the exercise, I will tale you about your junior. A while ago, your junior wants to see wild quail bird that has age, it is the true story. It is on the tree that in the north of society’s home. I have

see them, what they do? One of them run others society's home. *Ustadz* and *Ustadzah* have see them. What they do there? They want to see wild quail bird. Then, Bili knew fish in the little pond; he took it and said that he did not steal the beautiful fish, love bits fish. He think that it is beautiful fish. In reality, he always loose of his fish in every Friday. So, he catches them. So, don't go anywhere. If this happen, who should be result it? Surely, your teachers. Make our school be ugly. If it is not yours, don't take it. Don't do something that makes *fitnah*. Make anthers people suspicious. As the senior, please educate your junior.

Ok, now, let's go! See, Bramantio's play station in street Aditya Warman, Surabaya 031824114. If there advertisement likes that, what is the answer, what is the correct answer by the blank? What is the right answer? Satisfaction, update, cheap, it must chose, number 1 A or B?"

A or B?

S : A

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz* Heru

S: All students

Act Sequence : T asks S to continue and focus on their lesson.

Utterance (21) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (21) the speaker orders the hearer to continue and focus on their lesson, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement.

Besides being realized by using **let's**, an act of ordering done by English teacher in junior high school level can also be realized in sentence. See the following data:

[19]T: On the wall or at the street. *Di dinding-dinding atau di jalan. Ditulis, tulis. Ayo ditulis. Satu lagi soal terakhir. Satu lagi. Ayo coba dilihat halaman 13.*

“In the wall, in the street. Write down it. One question again, the last. Try it, look at page 13.”

It is lower students *Ustadzah* Nia, but good student, smart students.

(Some minutes again)

Baik, kayaknya konsentrasinya sudah pecah, jamnya habis. Kamu kerjakan di rumah halaman 13 semua ea, pak Heru tambahi 1 sampai 3 bawahnya ini ea.

“Ok, I think you have not concentration again, the time is over. Do it at home, page 13 and number 1 until 3.”

Hello, we close our English program today with *do'a kafaratul majlis!* (22)

All : سبحانك الله و بحمدك, اشهد ان لا اله الا انت استغفك و اتب اليك :

“God Sobhnik and praise, I bear witness that there is no god but you Astgvk and wrote to you.”

Description of Context:

Setting and Scene	: the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class in the last meeting.
Participants	: T: <i>Ustadz</i> Heru S: All students
Act Sequence	: T asks S to close their English program by reside <i>do'a kafaratul majlis</i> .

Utterance (22) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (22) the speaker orders the hearer to close their English program by reside *do'a kafaratul majlis*, the speaker is the older one than the hearer and to strengthen the statement.

b) Requesting

Another directive act found in this study is an act of requesting. The researcher found 11 utterances containing directive acts by paradigm case requesting as follow:

[20](*Students make noisy*)

T : Enough *eaaa, yuk...*

Ok, we can discuss now. From Fa'iq. Fa'iq, **you can read about the notice name. (23)**

S9 : Number one?

T : *Eaa*, number one. Students!

Hallo... **silent please! Concentration please! (24)**

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class correct the exercises.

Participants : T: *Ustadzah* Tuti
S9: The member of IXA class
S: All students

Act Sequence : (23) T asks S1 to read and answer the exercise number one.
(24) T asks S to keep silent and concentration of their correcting.

Utterance (23) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (23) the speaker asks the hearer to read and answer the exercise number one, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Can".

Besides being realized by using **can**, an act of requesting done by English teacher in junior high school level can also be realized in adverb phrase by using **please** in the end of utterance. See the following data:

Utterance (24) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (24) the speaker asks the hearer to keep silent and concentration of their

correcting, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in junior high school level can also be realized in adverb phrase by using **please** in the end of utterance. See the following data:

[21]T : Invitation... student organization from *OSIS eaaa*, to Fino.
From the text Fino... Hello! **Hear your friend please!** No
speaker by yourselves. *Ayo*, Bahrul, from the text, Fino that...
(25)

S9 : Fino is expected not be late in the meeting.

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class correct the exercises.
Participants : T: *Ustadzah* Tuti
S: All students
Act Sequence : T asks S to keep silent and hear their friend whom answers the exercise.

Utterance (25) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (25) the speaker asks the hearer to keep silent and hear their friend who answers the exercise, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in junior high school level can also be realized in noun phrase by using **please** in the end of utterance. See the following data:

[22]S7 : Post test?

T : Post test next time. Ok, *Ustadzah* will continue this book. To continue in narrative, narrative text. Last time until the boy book brake bought. Look at in chapter and page thirty six. About narrative text, thirty six, thirty six! Ok, Fajar, Fajar, you can read, what is about the narrative text?

S4 : (*The voice is not clear*)

T : Hello! **Concentration please! (26)**

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class analyze the text.

Participants : T: *Ustadzah* Tuti
S: All students

Act Sequence : T asks S to keep silent and hear their friend whom answers the exercise.

Utterance (26) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (26) the speaker asks the hearer to keep silent and hear their friend who answers the exercise, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please".

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in junior high school level can also be realized in interrogative sentence by using **can** in the front of utterance. See the following data:

[23]T : Assalamu'alaikum warahmatullahi wa barokatuh.

S : Wa'alaikum salam warahmatullahi wa barokatuh.

T : *Alhamdulillah*, thanks full to Allah Swt. Ok, students, **can you sit close to me, in here? (27)**

Ok, **look at me please and give attention. (28)** Now, we open the English program. Good afternoon! With *do'a awal majlis*, let's pray to Allah Swt!

All : أعوذ بالله من الشيطان الرجيم # بسم الله الرحمن الرحيم # اللهم ان اعوذ بك ان
 اضل او اضل او ازل او ازل او اضلم او اضلم او اجهل او يجهل عليا و صلى الله
 على سيدنا محمد و على اهله و صحبه و سلام. والحمد لله رب العلمين.
 “I seek refuge in Allah from the accursed satan’s temptation. In
 the name of Allah, the Beneficent, the Merciful. All praise is
 due to Allah, the Lord of the Worlds. The Beneficent, The
 Merciful. Master of the Day of Judgment. Thee do we serve and
 Thee do we beseech for help. Keep us on the right path. The
 path of those upon whom Thou hast bestowed favors. Not (the
 path) of those upon whom Thy wrath is brought down, nor of
 those who go astray. The Lord have mercy welwaldia and
 insured Secretary Lord alalman.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom,
 where T open the lesson in front of S of
 members of IXB class.

Participants : T: *Ustadz Heru*
 S: All students

Act Sequence : (27) T asks S to sit close with him.
 (28) T asks S to give attention and focus to him.

Utterance (27) contain in act of **Requesting** because the speaker
 asks the hearer to do something politely and officially. In utterance (27)
 the speaker asks the hearer to sit close with him, the speaker used the
 sentence politely and officially, the sentence used specific characteristic
 there is using the word “Can”.

Besides being realized by using **can** in the front of utterance, an
 act of requesting done by English teacher in elementary level can also
 be realized in adverb phrase by using **please** in the end of utterance. See
 the following data:

Utterance (28) contain in act of **Requesting** because the speaker
 asks the hearer to do something politely and officially. In utterance (28)
 the speaker asks the hearer to give attention and focus to him, the

speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in junior high school level can also be realized in adverb phrase by using **please** in the front of utterance. See the following data:

[24]T : *Seperti yang sering Pak Heru sampaikan, if you didn't know the meaning, **please write down the meaning!** (29) Jika tidak tahu artinya, tulis arti di bawahnya. Ayooo, don't be *dlongap-dlongop* students.*

“Mr. Heru have said, if you don't know the meaning, please write down the meaning! If you don't know the meaning, please write down under the text. Common, don't be stupid students!”

Prepare your pen, pencil its ok.

And then **please you write the meaning**, (30) write down the meaning. Write down the meaning. Advertisement, you know what does its mean, advertisement in Indonesia? Aqil? Advertisement? Zidni? Autat?

S1 : *Iklan.*

“Advertisement.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*
S: All students

Act Sequence : (29) T asks S to write down the meaning.
(30) T asks S to write down the meaning.

Utterance (29) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (29) the speaker asks the hearer to write down the meaning that not they know, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the front of utterance, an act of requesting done by English teacher in junior high school level can also be realized in sentence by using **please** in the front of utterance. See the following data:

Utterance (30) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (30) the speaker asks the hearer to write down the meaning that not they know, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the front of utterance, an act of requesting done by English teacher in junior high school level can also be realized in sentence by using **please** in the front of utterance. See the following data:

[25]T : *Iklan, you are right. Ok! Advertisement, its mean iklan, pengiklanan. Kita akan belajar mengenal dunia periklanan dalam bab ini. Ok, I hope, **Zidni please you read this text. (31)** Kamu baca yang sekeras-kerasnya advertisement sampai yang terakhir ini. Zid, baca dulu zid, yang lain menyimak. Advertisement.*

“Advertisement, you are right. Ok! Advertisement, its mean advertisement, advertise. We will study about advertise. Ok, I hope, Zidni please you read this text. You must read it loudly, advertisement until the last. Zid, read it and the others listen him. Advertisement.”

S2 : Ad...Advess...

T : Advertisement!

S2 : Advertisement.

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*

S2: The member of IXB class
 Act Sequence : T asks S2 to read the text.
 Utterance (31) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (31) the speaker asks the hearer to read the text, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please".

Besides being realized by using **please** in the front of utterance, an act of requesting done by English teacher in junior high school level can also be realized in sentence by using **please** in the front of utterance. See the following data:

[26]T : Those are, *ooo itu adalah coffee filters, toh di sini juga ada tambahan –s. coffee filters atau kopi filters. So, number one is, the answer number one is?*
 "Those are, it is coffee filters. There is adding –s. coffee filters or *kopi filter.*"
 S : Coffee filters.
 T : *Lohhh, jawabannya yang lengkap...*
 "Must be complete answer"
 All : Those are coffee filters
 T : *Tulis, please you write down! (32) Sekarang masuk area bonus. I will give you the little star if you can answer this question. Eaaa Autad didn't apa, drawing the picture, drawing the start. Digambar, cepat! Ok, Pak Heru kasih kesempatan, two until finish. Silahkan dijawab number two, three, four and five. Ini tingkat kesulitannya lumayan ini untuk kelas ini, silahkan, ayooo... berusaha jawab dulu, terus kita discuss. masalah kok salah, gak jadi soal. Lebih baik nyoba, salah, daripada dlongap-dlongop, tingak-tinguk, akhirnya gak jawab sama sekali, hanya nulis benarnya saja, gak ada strugglenya. Hasil itu dilihat dari strugglenya. Value of your struggle, nilai itu dilihat dari perjuanganmu.ok, focus! Dilihat digambarnya, silahkan! Min, Mat, silahkan! Saya acak, saya akan tunjuk, jadi langsung saya tunjuk. I will choose you, I choose you, you choose me, chus-chusan. Ok, I will choose one of you, answer number two.*

“Write down, please write down! Now is bonus time. I will give you the little star if you can answer this question. Autad, didn’t what, drawing the picture, drawing the star. Drawing! Ok, *Ustadz* Heru gives chance, two until finish. Answer; please number two, three, four and five. The difficulties are enough for this class. Try to answer and we will discuss it. If it is wrong, it is does not matter. Try to do it is better than not. If you only write the right answer, it is not the struggle. The result is seen by the styuggle. Value of your struggle. The value seen by your effort. Ok, focus! Look at the picture! Min, Mat! I will random, I will choice you.”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz* Heru
S2: The member of IXB class

Act Sequence : T asks S2 to write down the complete answer.

Utterance (32) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (32) the speaker asks the hearer to write down the complete answer, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the front of utterance, an act of requesting done by English teacher in elementary level can also be realized in adverb phrase by using **please** in the end of utterance. See the following data:

[27]T : The product of coffee filters. You are right! You get a little star. Please you draw a little star! *Pak Heru akan cek bintang di buku kalian, jika di situ banyak bintang, kok nilaimu 67 Pak Heru akan naikan menjadi 70.*

“Mr. Heru will check the star in your book. If there has many star and your value is 67, Mr. Heru will give you 70.”

S5 : *UN gak iso pak?*

“Did *UN* do like that?”

T : *UN kan computer. Setidaknya kan itu bisa membantu untuk nilai raport, ijazah dan lainnya.* Because you are active student, you must be an active student! Don't be *ngowah-ngowoh* student! But don't cheat me! *Gak tau ngacung kok bintang e akeh. Autad dikasih, berapa bintangmu, kemarin kamu jawabkan.* Number three, I will choose you, *chus-cusan*. Aris! *Huuuttsss*, **listen please!** (33) Aris, what is the...

“UN uses computer. It can help your value of rapport, diploma and others. Because you are active student, you must be an active student! Don't be stupid students. But don't cheat me! You have many star but you never raise your hand. Autad, how many star do you have? Yesterday, you answered the question, right?”

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*
S: All students

Act Sequence : T asks S to listen and focus their friend.

Utterance (33) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (33) the speaker asks the hearer to listen and focus their friend, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word “Please”.

Besides being realized by using **please** in the end of utterance, an act of requesting done by English teacher in elementary level can also be realized in adverb phrase by using **please** in the front of utterance. See the following data:

[28]T : To promote of coffee filters. *Eaaa, mempromosikan produk coffee filters.* Number four, Diego! Diego *ini, laporannya dari Ustadz Rahmat dia punya indera keenam.* Ok, well, do you show it write those text? Number four!

“To promote of coffee filters. Number four, Diego! *Ustadz Rahmad said Diego has sense.*”

S8 : (*The voice is not clear*)

- T : Repeat once more again! **Listen, please! Your friend, Diego.**
(34) Answer this question! Speak louder! *yang keras Diego, yang keras!*
 “Loudly, please, Diego!”
- S8 : Where...

Description of Context:

Setting and Scene : the dialogue occurs at the IXB classroom, where T teaching S of members of IXB class.

Participants : T: *Ustadz Heru*
 S8: The member of IXB class
 S: All students

Act Sequence : T asks S to listen and give attention his friend.
 Utterance (34) contain in act of **Requesting** because the speaker

asks the hearer to do something politely and officially. In utterance (34)

the speaker asks the hearer to listen and give attention his friend who

read a question, the speaker used the sentence politely and officially,

the sentence used specific characteristic there is using the word

“Please”.

3. The Directive Acts Formally Realized in English Teachers’ Talk in Classroom Interaction.

After presenting the kinds of directive acts found in English teachers’ talk, the researcher presents the finding concerning the formal realizations of the directive acts in teachers’ talk. Here the description of the formally realized:

a. The Directive Acts Formally Realized in English Teachers' Talk in Elementary School

In this stage, the researcher found 15 utterances that containing head act only, alerter + head act and alerter + head act + supportive move. Here were the explanations.

1) Head Act Only

The realization of directive acts in English Teacher's talk in Elementary school only found in imperative sentences uses head act only. The speaker uses imperative verb (V1) only such as in utterance 5, 6, 9, uses imperative verb + object as in utterances 4, 7, 8, 10 and only in utterance 2 uses object with hidden verb. The speaker also uses elliptical construction.

2) Alerter + Head Act

The speaker uses imperative sentences by using imperative verb (V1), using alerter "ok" and "please" directly, hidden subject and also using exclamation "please" to make the language more polite, as like utterances 13 and 14. In declarative sentence, the speaker uses alerter "let's" and "please" directly, begins with subject and followed by verb as utterance 11, then the speaker uses modal "can" to begin the utterance 15. Then, the speaker applied interrogative sentence by formula alerter "ok" and followed by question tag that use modal "can" as like utterance 12.

3) Alerter + Head Act + Supportive Move

The speaker found 1 utterance imperative sentence with form alerter counting, head act followed without subject and also supportive act to clarify the head act as utterance 3. In declarative sentence, the speaker only uses 1 utterance also that has for alerter “let’s”, head act (subject + verb + object) and also supportive mode to clarify the head act as utterance 1.

b. The Directive Acts Formally Realized in English Teachers’ Talk in Junior High School

In this stage, the researcher found 34 utterances that containing head act only, head acts + supportive move, alerter + head act and alerter + head act + supportive move. Here were the explanations.

1) Head Act Only

The researcher found 5 utterances containing imperative sentences only. The imperative sentence using imperative verb (V1) + object and exclamation mark to clarify the sentences.

2) Head Act + Supportive Move

The speaker applied head act + supportive move by imperative sentence only. The researcher found 5 imperative sentences by using supportive move to clarify head act. The form of imperative sentences is subject + object and supportive move “again” “ok” and “please”.

3) Alerter + Head Act

In this stage, the researcher found 19 utterances of 14 imperative sentences and 5 declarative sentences. The speaker use alerter “hello”,

“ok”, “let’s”, exclamation “please” and modal “must” in imperative form as utterances 2, 4, 5, 6, 7, 14, 15, 21, 24, 25, 26, 28, 29 and 33.

The speaker uses simple present tense pattern in declaring the information and applied subject followed by verb and modal “must” and “can” as like utterances 8, 23, 30, 31, and 32.

4) Alerter + Head Act + Supportive Move

The researcher found 5 utterances containing 1 imperative sentence, 3 declarative sentences and 1 interrogative sentence. The speaker uses imperative verb “let” and supportive move to clarify the sentence as utterance 10. The speaker uses particle “hello” and simple present pattern in declaring the information and supportive move as the clarifying of sentences as like utterance 9, 16 and 22. Then, the speaker uses question tag by modal “can” as utterance 27.

4. The Comparison of Directive Acts Found in both Levels of Education.

In this stage, the researcher presents the comparison of directive acts found both level of education by their frequency of occurrences. The result of the counting was transformed into percentage. In this stage the researcher use the pattern as follow:

$$P = \frac{f}{N} \times 100\%$$

Where P is symbol of percentage, *f* is the frequency of the occurrences each type directive acts and N is the total number of directive acts found in the entire data.

From the percentage the researcher know which type of directive acts is dominantly used.

Table 5.1 Frequency of Directive Acts Found in Elementary School

No	Types of Directive Acts	<i>f</i>	%
1.	Ordering	11	73,3%
2.	Requesting	4	26,7%
N		15	100%

Table 5.2 Frequency of Directive Acts Found in Junior High School

No	Types of Directive Acts	<i>f</i>	%
1.	Ordering	22	64,7%
2.	Requesting	12	35,3%
N		34	100%

Based on the findings above, the researcher found 15 utterances in Elementary school containing ordering totaled 11 utterances or 73,3% and requesting 4 or 26,7%. Then in Junior High School the researcher found 34 utterances containing 22 utterances or 64,7% for ordering and 12 utterances or 35,3% for requesting. Yet, the researcher did not find any utterances containing advising and suggesting of English teachers' talk.

B. Discussion

After obtaining the data, the researcher needs to discuss the findings in order to clarify the answers of research problem. The first problems proposed in this study are the classification of the directive act found in English teachers' talk in classroom interaction in Elementary level. In this research, the researcher only

focuses on utterances containing directive act. The researcher found that there are 15 utterances consisting of directive acts found in English teachers' talk in Elementary School. There are 11 utterances function use ordering that is the speaker's utterance to hearer to order something and 4 utterances use requesting that is the speaker's utterance to hearer to do something politely and officially. However, the researcher did not find any utterances containing advising and suggesting of English teachers' talk.

The second problem in this research is in what classification is the directive acts found in English teachers' talk in classroom interaction in junior High School level. In this research, the researcher only focuses on utterances containing directive act. The researcher found that there are 34 utterances that consist of directive acts found in English teachers' talk in Elementary School. There are 22 utterances containing ordering that is the speaker's utterance to hearer to order something and 12 utterances contain requesting that is the speaker's utterance to hearer to do something politely and officially. However, the researcher did not find any utterances containing advising and suggesting in English teachers' talk.

The third problem in this problem is how directive acts are formally realized in both level of education. The frequency of directive acts are formally realized in Elementary level is 73,5% used imperative sentences, 20% used declarative sentences and 6,7% used interrogative sentences. Afterwards, the frequency of directive acts are formally realized in Junior High School level is

73,5% used imperative sentences, 23,5% used declarative sentences and 3% used interrogative sentences.

And the last problem is the comparison of the frequency of occurrences of directive acts found in both level of education. The comparison of the frequency of occurrences of directive acts found in Elementary School is 73,3% used ordering utterances and 26,7% used requesting utterances. Whereas, 64,7% used ordering utterances and 35,5% used requesting utterances. Then, ordering utterances is most used by English teacher talk of elementary just than English teachers' talk of junior High School. Afterwards, Junior High School English teachers' talk is most used Requesting than English teacher's talk in Elementary school.

Zulaiha (2015) in her research entitled *Directive Acts Used by the Main Characters in the Movie Script "Around the World in 80 Days"* found that there are four types of directive acts used by the Main Characters in the Movie Script "Around the World in 80 Days" by Frank Coraci. There are ordering, requesting, Advising and suggesting. The ordering is the most frequent directive acts, while the advising and suggesting are the fewest.

Nurani (2015) presented her study about *Presented as a Partial Fulfillment of the Requirements for the Attainment of a Sarjana Pendidikan Degree in English Language Education*. That study observed speech acts performed by the teacher, namely representatives, directives, expressive and commissives. The most frequently used teachers' speech acts were directives (62.77%), while the least frequently speech acts went to commissive (0.99%).

Kusumo (2015) presented in his study about A Pragmatics Analysis of Illocutionary Acts in English Teaching-Learning Process at SMAN 1 Wates Kulon Progo. The result of the research show that there are four types illocutionary acts performed by the English teacher in classroom communication. They are representatives, expressive, directives, and commissives. The directives are the most frequent acts (278 from 438 data), while the commissives are the fewest frequent acts (6 data). Next, there are 23 types of illocutionary functions used by the English teachers. They are stating on opinion, stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, stating surprise, commanding, requesting, suggesting, forbidding, warning, questioning, permitting, encouraging, wishing, promising and threatening. The questioning is the most frequent function (149 data), while threatening is (1 datum).

In this research, the researcher found the reason why English teachers' talk uses ordering and requesting. It is caused that the speaker orders the hearer to do something by using ordering. The speaker also requests the hearer to something politely and officially by using requesting.