

**A STUDY ON THE USE OF THE TEACHER'S REQUESTS
AND THE 11. 4 STUDENTS' RESPONSES RELATED TO THE
THEORY OF SPEECH ACTS AT SMU NEGERI 1 GAMBIRAN
IN THE 2002/2003 ACADEMIC YEAR**

THESIS



Proposed as One of the Requirements to Obtain the S 1
Degree at the English Education Program of the Language
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MOTTO

Yesterday was experience, today is an effort, tomorrow is a hope.

(Iphe)



DEDICATION

I dedicate this thesis to:

1. My beloved parents, *Bapak Anwar Sanusi and Ibu Warsinah*.
Thanks for your love and your advices.
2. My sisters, *mbak Ti, mbak Sih, mbak Dewi and mbak Zazul*.
Your supports make me strong.
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Thanks for your supports.
4. My dearest friends, *Endah, ning Yoyo, Emphus, and Fais*.
Our friendship is so unique. Thanks for being my friends.
5. All of my friends of the 1997 level.

CONSULTANTS' APPROVAL SHEET

A Study on the Use of the Teacher's Requests
and the II.4 Students' Responses Related to the Theory of Speech Acts
at SMU Negeri 1 Gambiran in the 2002/ 2003 Academic Year

Thesis

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at the English Education Program, Language and art Department,
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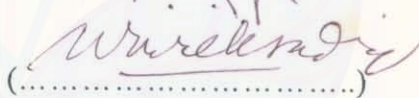
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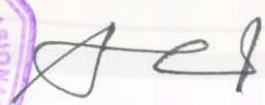
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I realize that this thesis is far from perfect, but I expect it will be useful not only for the writer herself but also for the readers. Finally, any constructive criticisms and suggestions in order to improve this thesis will be fully appreciated.

Jember, October 2002

The writer

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ABSTRACT

Latifah Ambarwati, 2002. A study on the Use of the Teacher's Request and the II.4 Students' Responses Related to the Theory of Speech Act at SMUN 1 Gambiran in the 2002/ 2003 Academic Year.

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Keywords:Teacher's Requests, Students' Responses, Speech Acts

The theory of Speech Acts provides a guide how the use of requests in real situation. The requests can also be practiced in English classroom activities. This was a descriptive study with the problem was "How is the use of the teacher's requests and the II.4 students' responses related to the theory of Speech Acts at SMUN 1 Gambiran in the 2002/2003 academic year?" The objective of this study was to describe the use of the teacher's requests and the II.4 students' responses related to the theory of Speech Acts at SMUN 1 Gambiran in the 2002/2003 academic year. The participants of this research were the English teacher and the II.4 students at SMUN 1 Gambiran in the 2002/2003 academic year who were determined by using purposive sampling. The primary data was collected by using observation and the supporting data was collected by using interview. The primary data analyzed qualitatively by using theory of Speech Acts and quantitatively using the percentage of the requests patterns and kinds of students' responses. The number of the data that were analyzed was 9 classification data out of 155 data. The 9 data were analyzed qualitatively by referring to the theory of the Speech Acts. The analyses of those data were taken from eight observations after they were classified based on the patterns of teacher's requests and the forms of the students' responses. The result of the data analysis suggested that the use of the teacher's requests related to theory of Speech Acts were in direct requests (94,835%) and in indirect requests (5,165%). Most of the direct requests (56,13%) were used in polite requests. The students' responses toward the use of request were in the form of action (61,94%), in the form of verbal responses (34,19%) and had no response (3,87%). The result showed that the theory of Speech Acts can assist the teacher and students to make successful communication in English teaching learning process. To apply this theory, the English teacher is necessary to introduce indirect requests beside direct requests in teaching learning process. In sum, the theory of Speech Acts helps interlocutors to communicate well in a communication.



I. INTRODUCTION

This chapter highlights some aspects underlining the topics of the study.. These aspects include the background of the research, the research problems, the research objectives and the advantages of the research. They will be presented in the following parts.

1.1 The Background of the Research

Language as a means of communication plays an important role to convey information or message from the speaker to the hearer. In using the language, the speaker hopes the hearer receives the information. In order to make the hearer receive the information easily, the language must be used clearly. Whether the information can be received by the hearer, it can be seen from the response of the hearer. The response of the hearer is sometimes in the forms of speech or actions. We may know the issue in daily life including in teaching learning activities which include the communication or interaction in the classroom.

During the teaching learning activities, the teacher conveys information to the students. Whether the information is well understood or not, it can be seen from the responses of the students in receiving the information. For instance, a teacher might say an utterance to a male student while entering the class, (1) "*Did you forget the door?*" (Levinson 1983:204). The real intention is that the teacher requests the student to close the door. However, whether the student will respond to the request as it is intended or not, it will depend on the student's understanding of the request itself.

As it is known that English in Indonesia is taught as a foreign language rather than a second language, it is understandable that students are put into the situation where English is taught as a foreign language (EFL). In the foreign language context, the student may fail to interpret the teacher's intention because the student might think that the teacher just asks him whether he forgets to close the door. The student might not respond correctly due to the lack of ability to understand the contextual meaning of the teacher's utterance, because the request

is said indirectly. In this situation, perhaps it will be easier for the student to understand the meaning of the utterance if the request is said directly such as, “*Close the door!*” rather than by saying “*Did you forget the door?*” This issue may be discussed in the field of *pragmatics*.

Pragmatics is concerned with how people use of language to communicate each other in certain circumstances. Cook (1989:10) defines pragmatics as the study of the use of language in communication, which discusses the relationship between sentences and the contexts and the situation that they are used. Pragmatics, thus, deals with the speaker’s intention to convey a certain meaning and the interpretation of the hearer of this meaning. Meaning in pragmatics is something performed. It involves action and interaction. How the action that one performs in speaking is called speech act (Levinson, 1983:240). In the Theory of Speech Acts, the meaning of the utterance is called illocutionary force (intention). In uttering a certain utterance, the speaker has certain intention.

One of the intentions when the speaker utters the utterance is requests. A request is made by the speaker to make the hearer do something. According to Bach (1998), a request expresses a desire for the addressee to do a thing. Requests as a part of speech acts can succeed or fail. Furthermore, he claims that a speech act succeeds if the audience identifies, in accordance with the speaker’s intention, the attitude being expressed.

Considering the explanation above, requests become the main focus of this research in order to learn the difficulties the EFL students encounter to understand the requests in certain contexts. Actually, the students in secondary school, especially in Senior High Schools (SMU) have been taught the forms of requests at the first year of their schooling. The students have been taught the topics in the form of direct and indirect requests. In addition, based on the experience of the researcher while doing the English teaching practice at SMU, it had been noted that not all of the students were familiar with the use of request in the form of polite request or indirect request during the English teaching learning process. Furthermore, it was still frequently found that some students did not respond appropriately to the requests given by the teacher, particularly when the teacher

uttered indirect requests. Hence the teacher should practice an appropriate technique to apply request more frequently to familiarize the students to this Speech Act. In order to know whether the students understand the requests well or not this research investigates the use of requests in classroom activities at SMU, by observing the students' responses toward the use of requests by the English teacher in the English class interaction. The application of Speech Acts, particularly request is identified during the English teaching learning process. The learners are expected to be able to use and understand the language in real life communication, in this case the requests uttered by the teacher.

Therefore, the use of requests to be successful speech acts becomes the main concern of this research which is entitled "*A Study on the Use of the Teacher's Requests and the II.4 Students' Responses Related to the Theory of Speech Acts at SMUN 1 Gambiran in the 2002/2003 Academic Year*".

1.2 The Research Problems

Based on the background of the research above, the problems of this research are formulated as follow,

1.2.1 The general problem is:

How is the teacher's requests and the II.4 students' responses related to the theory of Speech Acts applied in the English classroom activities at SMUN 1 Gambiran in the 2002/ 2003 academic year?

1.2.2 The specific problems are as follows:

- a. What kinds of utterances does the teacher of the II.4 students at SMUN 1 Gambiran use in making requests in the English teaching learning process in the 2002/ 2003 academic year?
- b. What types of responses do the II.4 students at SMUN 1 Gambiran produced toward the use of the teacher's requests in the English teaching learning process in the 2002/ 2003 academic year?

1.3 The Research Objectives

1.3.1 The general objective is,

To describe the teacher's requests and the II.4 students' responses related to the Theory of Speech Acts applied in the English classroom activities at SMUN 1 Gambiran in the 2002/2003 academic year.

1.3.2 The specific objectives are,

- a. To describe the kinds of the teacher's utterances in making requests in the English teaching learning process of the II.4 students at SMUN Gambiran in the 2002/ 2003 academic year.
- b. To describe the types of the II.4 students' responses toward the teacher's requests in the English teaching learning process at SMUN 1 Gambiran in the 2002/ 2003 academic year

1.4 The Operational Definition of the Terms

- a. Speech Act is an action that one performs through speaking (Levinson, 1983:240). In this research, Speech Act only focuses on the teacher's request. It means that in uttering a request, the speaker wants the hearer to do something.
- b. Requests are the utterances that get someone to do something or stop doing something (Hatch, 1992: 122). Requests in this research refer to direct and indirect requests that are used by the English teacher to his students in the English classroom activities.
- c. Responses in this research means the responses of the students toward the requests uttered by the English teacher. The responses can be in the form of verbal and non-verbal responses.
- d. Students in this research refer to the II.4 students of SMUN I Gambiran in the odd semester in the 2002/2003 academic year.

1.5 The Significance of the Study

a. For the English Teacher

The results of this research are expected to be useful for the English teacher as information of the importance of the use of requests appropriately in the English teaching learning process.

b. For the Students

The results of this research informed to the students are hoped to be useful to help the students understand more easily and practically the teacher's intention in making requests in the English teaching learning process, in order to avoid misunderstanding or miscommunication.

c. For Future Researchers

Other researchers may use the findings of this research as a reference to conduct a further research about Speech Acts in SMU by applying different research design, such as an experimental research by applying a teaching technique of requests.



II. REVIEW OF RELATED LITERATURE

This chapter presents a description of the theory of Speech Acts of requests related to the theory of Speech Acts together with an illustration of the application of requests in the English teaching learning process based on the 1994 English Curriculum for SMU. These topics are presented respectively in the following parts.

2.1 Theory of Speech Acts

In the study of Speech Acts, as related to the definition of pragmatics, the main concern is to show the use of language in communication focusing on the relationship between the sentences and the contexts and the situation that they are used (Cook, 1989:10). It deals with the speaker's intention to convey a certain meaning to the hearer in interpreting this meaning. Meaning that is discussed in this study is concerned with performance. In speaking, one performs an action. It is called with Speech Acts (Levinson, 1983:240). Brown and Yule (1996: 236) claim that there are two elements of Speech Acts, they are direct and indirect speech act. Both of them are used in uttering requests. It is said that indirect speech acts are more polite in making requests than direct ones.

Levinson (1983: 243) says that all utterances not only serve to express proposition but also to perform actions. Furthermore, of the many ways in which one could say that in uttering some linguistics expressions a speaker is doing something, there is privileged level of action which can be called the illocutionary act or speech act. In discussing Speech Acts, it is common for the illocutionary act itself to be called the speech act (Levinson,1983:244). Actually, there are three kinds of speech acts. They include locutionary act, illocutionary act and perlocutionary act. They will be explained as follows:

a. Locutionary Act.

Coulthard (1985: 18) defines that locutionary act is the act of saying something in the full sense of say. It is a description of what the speaker says.

Lyons (1995: 240) adds that locutionary act is to produce an utterance with a particular form and a more or less determinate meaning. For example:

(2) *Close the door!* (Levinson, 1983:258)

The referring expression is *close* not the other, so the speaker just informs that he wants you *to close*. If we see speech act from this side it is very clear because what the speaker is uttered is very clear. It is unlikely to create misunderstanding because there is only one verb used in this utterance, so the hearer will be able to do the action requested well. Besides, the object of the closing is also clear, that is *the door*.

b. Illocutionary Act

Illocutionary act is what the speaker intends to do by uttering a certain utterance. Illocutionary act can be achieved through the utterances. Austin (in Coulthard, 1985: 19) says that illocutionary act is a linguistic act performed in uttering certain words in a given context. Further, he adds that illocutionary act is achieved through the uttering of certain words and is potentially occurred under the complete control of the speaker. However, whether the act is achieved or not it depends on the interpretation of the utterance by the hearer.

Furthermore, Austin (in Levinson, 1983: 236) affirms that the interpretation of the illocutionary act is concerned with force. A force of certain utterance is based on the speaker's intention to the hearer to do something in certain context. The same utterance might have a different illocutionary force, depending on the context in which that act is performed. Two examples provided by Levinson below will indicate how the illocutionary force can be different.

(3) *Can we move the fridge?* (Levinson, 1983:280)

If the utterance is said by a pair of the students to their landlady, it may serve as an utterance of asking for permission. If it is said by landlady to the students, it may serve as a request for action.

(4) This following situation happens in the classroom activity when the teacher is explaining a lesson.

Teacher: What are you laughing at?

Student: Nothing. (Levinson, 1983:279)

Levinson explains that those utterances roughly as a request to stop laughing issued by the teacher, and an acceptance of the request by the student.. This by virtue of the assumption that laughing (unless invoked by the teacher) is a restricted activity in the classroom. It means that in a classroom the exchange may have a natural interpretation significantly divergent from the content of what is said. It shows that the teacher's intention is stated indirectly, and the students can interpret it well.

In sum, then, the illocutionary act is the making of a statement in uttering a sentence, by virtue of the force associated with it. The force itself is based on the context of the sentence used.

c. Perlocutionary Act

According to Levinson (1983:237) Perlocutionary Act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. For instance, if the speaker utters this utterance.

(5) *You can't do that!* (Levinson, 1983:237)

The perlocutionary act is checking the addressee's action, or bringing him to his sense, or annoying him. The addressee's choice of utterance depends on the situation and the context. In addition, Coulthard (1985: 18) says that perlocutionary act is the causing of a change in the mind or behavior of the listener. So, upon listening to the utterance, the listener may think differently as the effect of the speaker's utterance.

From the explanation of the examples (2), (3), (4) and (5) it should be clear that there are differences of view at those utterances. Example (2) shows that it only focuses on the meaning of the words not the others. Example (3) and (4) show that by uttering the utterances the speaker has certain intention such as permission and request for action which is performed by understanding force and content. The example (5) focuses on the effect of the hearer in receiving the information of the utterance. Concerning with the explanation that request belongs

to illocutionary force of illocutionary act, so the discussion about it in more detail will be presented in the following part.

2.2 Requests Related to the Theory of Speech Acts

Austin (in Levinson, 1983: 237) states that the performance of an illocutionary act involves the securing of uptake which includes the understanding of both the force and the content of the utterance by its hearer. Based on the statements it is straight clear that illocution is the wanting of the speaker for hearer's ability to do something. Such convention would enable the hearer to recognize the question as a request for action and to comply (or not).

Furthermore, Austin (in Kempson, 1996: 72) adds that the illocutionary force of an utterance can be seen as one part of the total message implicated. This view was made clearer by Levinson (1983: 246) who states that illocutionary force is belonging firmly in the realm of action. So that, for the sincerity condition to hold it requires that the speaker must sincerely intend to help the addressee to achieve understanding the content of the utterance. It is clear then that speech acts are extremely sensitive to the context of the utterance in particular to the relationship between the speaker and the hearer. The following examples may help to illustrate the importance of the context, as identified by Hatch (1992: 122):

1. I need/ want X.
Addressee: Subordinates
2. Do X.
Addressee: Subordinates, familiar equals
3. Could you give me X (please, o. k)?
Addressee: Unfamiliar people, people who differ in rank or who are physically distance, someone whose willingness to comply is in doubt.
4. - May I have X?
- Is there any X?
- Do you have X?
Addressee: Someone who might not comply, used when there is an obstacle to compliance
5. What about the X?
Addressee: Persons with shared rules such as member of a family, people living together and work group.

Concerning with the explanation about the importance of using appropriate utterance in an appropriate circumstances, it is hoped that the illocutionary force of certain utterance should be based on the context. From the examples above, it can be seen that the context has an important role to the addressee in uttering the request. The circumstances where the speaker and the hearer involve themselves, determine the choice of the request that is direct and indirect. In example 1 and 2, the request are direct and the force are intended to do X not the other. In example 3 and 4 the speaker uses polite request to the unfamiliar hearer. In example 5 the speaker's intention is to see an effect of the utterance to the hearer. Thus, different context will also determine different use of utterance used.

Regarding to the theory of illocutionary act and the importance of illocutionary force, Levinson (1983: 237) confirms then, the illocutionary act is what directly achieved by the conventional force associated with the insurance of a certain kind of utterance in accord with a conventional procedure and is consequently determinate. It means that in achieving illocutionary act it is needed force and the result of an utterance.

In addition, Searle (in Levinson, 1983: 240) delimits the kind of illocutionary force based on felicity condition. There are five basic kinds of actions that can be performed in speaking, by means of five types of utterances.

- i. Representative
The paradigm cases: asserting, concluding etc.
- ii. Directive
This attempt by the speaker to get the addressee to do something
The paradigm cases: requesting, questioning.
- iii. Comissives
The paradigm cases: promising, threatening, offering
- iv. Expressive
The paradigm cases: thanking, apologizing, welcoming, congratulating
- v. Declaration
The paradigm cases: excommunicating, declaring war, christening, firing from employment.

In essence, then Searle's theory states that everything we say constitutes some sort of speech act (promising, stating, apologizing, requesting, and so on).

Furthermore, each type of speech act is governed by a set of felicity conditions, which must be met if the speech act is to be valid.

In explaining about request as a case of directive, Searle (in Levinson, 1983: 240) has also stated felicity conditions on requests as follow:

<u>Conditions</u>	<u>Request</u>
- Propositional content	Future acts certain action of hearer
- Preparatory	1. Speaker believes hearer can do 2. It is not obvious that the hearer would do action without being asked.
- Sincerity	Speaker wants the hearer to do certain act
- Essential	Counts as an attempt to get hearer to do certain act

The explanation above means that if the felicity conditions of the request have been fulfilled the request is valid or succeed. In other words, the speaker's intention is received by the hearer. In addition, Labov and Fanshel (in Woldson and Judd, 1983: 37) claim that in making a valid request the persons concerned have to convey the precondition. The hearer must believe that the speaker believes there is a need for the action and the request. The hearer has the ability and obligation to carry it out and the speaker has the right to tell the hearer to do so. The examples provided are as follow:

(6) *C : Malcolm, can you open this for me?*

M: I don't know.

C : No, I was making a request.

It seems that C will be heard as making a valid request of M. It just then explains how a listener comes to reject the interpretation and selects the other one. The indirect speech acts are cases in which illocutionary act is performed indirectly by way of performing another utterance (Searle in Brown and Yule, 1996:232). Here, the speaker must be able to interpret the hearer's response to the utterance and take then another utterance. It is intended to convey a meaning to what the utterance means.

The following example provided by Woldson and Judd (1983: 40) may explain request clearly.

(7) *I want you to go.*

The example is standard indirect forms of requests. Furthermore, questioning the reason for not doing can serve as an indirect strategy for request, as long as the resulting utterance request directly to the hearer (why don't you)

The usage of request commonly is indirect request in the many kind of utterances as identified by Searle (in Levinson 1983: 264).

- (8) a. *I want you to close the door.*
 b. *Can you close the door?*
 c. *Would you close the door?*
 d. *Would you mind closing the door?*
 e. *You ought to close the door.*
 f. *May I ask you to close the door?*
 g. *Did you forget the door?*

In making request it is better if we use polite utterances. Levinson (1983: 265-266) strengthens the point of view by saying that imperative is rarely used instead in a certain situation. In addition, in making a request the word *please* is used to make it polite. Levinson gives example as follows:

Example: (9) *Please, shut the door.*

(10) *You please shut the door.*

However, to make those requests more polite the indirect form is used. As shown in the following examples:

(11) *Can you please close the door?*

(12) *Would you please close the door?*

Hofmann (1993:286) adds that polite indirect speech act is softer and more deferential than speaking directly. It can be made by focusing on the felicity conditions of the act that one is being too polite to actually to do so. An example is given by Hofmann in indirectness to a student who is very late to his lecture by uttering

(13) *Do you know what time is it?* (Hofmann, 1993:286)

By uttering the utterance the speaker hopes the hearer understands what he means with the utterance. It means that the student is very late to join his class. Instead of saying "you are late", the lecturer chooses indirect utterance to convey meaning.

Furthermore, Richards and Schmidt (1983: 126) show that speech act is multifunctional. As the utterance indicates when a student who asks his teacher,

(14) *Would you speak more slowly, please?*

(Richards and Schmidt, 1983: 126)

It is simultaneously requesting action, asserting that the teacher is speaking too fast and reporting difficulty faced by the students. Here, the student uses polite utterance to get the idea across by using “*please*” and in the kind of indirect request. The following table presents the example of request pattern as proposed by the experts above.

Table 1 Request Patterns and Kinds of Requests

No	Request pattern	Kind of request	Source
1.	I need/ want X	Direct	Hatch, 1992:122
2.	Do X	“	“
3.	Could you give me X ?	Indirect	“
4.	May I have X?	“	“
	Is there any X?	“	“
	Do you have X?	“	“
	What about the X?	“	“
5.	Can you do X for me?	“	Woldson and Judd 1983:37
6.	I want you to X.	“	Woldson and Judd 1983:40
7.	I want you to do X.	“	Levinson, 1983:264
	Can you do X?	“	“
	Would you do X?	“	“
	Would you mind do X?	“	“
	You ought to do X.	“	“
	May I ask you to do X?	“	“
	Did you X?	“	“
8.	Please, do X.	Polite direct	Levinson, 1983:265

9.	You please do X.	“	Levinson, 1983: 266
10.	Can you do X, please?	Polite indirect	Hofmann, 1993:286
11.	Would you please do X?	Polite indirect	“
12.	Do you know X?	Indirect	“
13.	Would you do X, please?	Polite indirect	Richards and Schmidt, 1983:126

Finally, it can be summed up, what is meant by speech acts are actions that carried out through utterances. In uttering a certain utterance the speaker has certain force to get the hearer to do something. One of the forces that the speaker intends the hearer to do is request. The request is valid if the utterance based on the felicity conditions. Furthermore, Bach in Routledge Encyclopedia of philosophy entry claims that a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed. Moreover, indirect speech acts are commonly used than direct speech to make the utterances more polite. Besides, the indirect speech acts may convey more than one message and it has multifunction as well (Richards and Schmidt, 1983: 126). This study only focus on request as the central concern of its investigation.

2.3 The Teaching of Requests at SMU Based on the 1994 English Curriculum

In the English teaching learning process in SMU request is taught in the first year. Because of the fact, this research tried to find the teaching of request from the old Basic Course Outline. The system used when this research was started still using *cawu* system not semester. It is known that the teaching request is taught in *cawu* I, II and III as can be seen in Table 2 below. Based on 1994 English Curriculum for SMU, request is included into functional skill by giving the examples in the communicative utterances. The teaching of request in SMU based on the 1994 Curriculum is as follows:

Table 2

Teaching Requests at SMU Based on the 1994 English Curriculum

Class	Cawu	Functional skill	Communicative utterances
I	I	Direct request	- Report your work! - You must not do that!
	II	Indirect request	- Tell him to throw the rubbish into the bin.
	III	Indirect request	- Could you open the door for me? - Would you mind lending us your dictionary, sir?

(Departemen Pendidikan dan Kebudayaan, 1999: 6-10)



III. RESEARCH METHODS

This chapter presents the description of the research methods applied in this research. They are the research design, area determination method, research participants, data collection methods and data analysis method, which will be discussed in turn.

3.1 The Research Design

The aim of this research was to describe a phenomenon in English classroom activities, namely the use of the teacher's requests and the II.4 students' responses related to the theory of speech acts at SMU Negeri 1 Gambiran in the 2002/2003 academic year. Therefore, a case study was applied in this research. Arikunto (1998:131) claims that a case study is a study which attempts to investigate and observe individuals or unit thoroughly. The case study involves why the individual is doing something, what the form of the action is, and how they respond their teacher's requests. It is not to generalize the similar phenomena occurring in similar situation (McMillan, 1992:224). The results of this research are only used in class II.4 of SMUN 1 Gambiran in the 2002/2003 academic year.

The procedures of this research were as follows:

1. Formulating the problems and objectives.
2. Choosing the research area by using purposive method.
3. Determining the participant.
4. Constructing the research instruments (observation guide and interview guide).
5. Collecting the data by doing eight scheduled classroom observations for a month (using tape-recorder and note-taking), and interviewing the English teacher.
6. Transcribing the classroom interactions based on the class observation.
7. Identifying, classifying and computing the percentage of the teacher's requests and the students' responses, then coding the data.

8. Analyzing the collected data qualitatively based on the Theory of Speech Acts.
9. Discussing the research results.
10. Drawing the conclusion from the analysis and discussion.
11. Writing the research report.

3.2 Area Determination Method

The area of this research was SMU Negeri 1 Gambiran, Banyuwangi. This location was determined based on some considerations. Firstly, it was possible to get permission to conduct the research. Besides, fund and time became the reasons to choose this school as the research location. Secondly, English had been taught consistently as one of the compulsory subjects. Finally, it was possible to gain the data because requests were included in the English Curriculum and have been taught in the first year. In other words, the area of this research was chosen purposively because it enables the researcher to get the data required in this study. According to Ali (1993:57) purposive method must be based on the previous knowledge about the population and the researcher must not be doubtful or vague about the information. So, the availability of the intended data was the main reason to determine the research area.

3.3 Participants Determination Method

This research applied two parties to be participants. The participants consisted of one English teacher and the second year students of SMUN 1 Gambiran in the 2002/2003 academic year. This choice was done under the consideration that the English subject of the second year students is taught by one teacher. The second year students were chosen intentionally because the teaching of requests is carried out in the first year. This research focused the investigation on the mastery of the requests in the second year. The reason to do so was in order to know the application of requests after the students had learnt the functional skill of requests for about one year. It is assumed that after having learnt requests for relatively such a long time, the students have already been able to use requests.

There are four classes of the second year students at the school. This research only took one class to be the participants of this research. It was based on the consideration that in a case study, it needed a long time to conduct the research. In addition, the school permitted this research only for a month. As a result class II.4 was chosen as the participants of this research with the hope that the researcher able to gain the data needed. In other words, this research used purposive sampling to consider the participants (Margono, 1997:127).

3.4 Data Collection Methods

The methods used to collect the data were observation and interview. The observation was used to get the main data which dealt with the application of Speech Acts, particularly requests in the English class activities, whereas, the interview was used to get the supporting data which dealt with the English teaching, especially the use of requests during the English class activities.

3.4.1 Observation

Observation in this research was used to gain the primary data. It was to get the main data about the use of Speech Acts in terms of requests in the English teaching learning process, by using an observation guide. The observation was focused on the teacher-students interaction while using requests in the English teaching learning activities. The role of the researcher in this research was as a non-participant observer. McMillan (1992: 218) states that non-participant observer is a researcher who interacts with the participants to establish a rapport and relationship but not actually to become a participant. The researcher was in the classroom during the English teaching learning process to observe the utterances mainly requests that were being used by the teacher and identifying the responses of the students concerning with the requests utterances. After this, the researcher classified the teacher's utterances and identified the students' responses concerning with the request.

The sort of observation applied in this research was direct structured observation. In line with this method, Blaxter et al. (1997: 157) state that

structured observation which is used to monitor classroom events, requires an observer to assign such events into previously defined categories. He adds that these events may either be recorded by mechanical means such as, film, audiotape or videotape or subsequently coded, or the observer can record and code the phenomena simultaneously while present in the classroom. Here, the researcher observed the phenomena by making notes and coding the events simultaneously in the classroom to get the data of the teacher-students interaction while they were using requests and making responses. Then, the three stages of the process were used:

1. The note-taking of events in a systematic manner as what are happening in the interaction.
2. The coding of these events into specified categories.
3. Subsequent analysis of the events to give descriptions of the teacher-students interaction. (Blaxter et al, 1997:157)

In order to make the data valid, a tape-recorder was used to get the data. The categories of the events to be observed can be seen in Appendix 3. In addition, the observation was done along the teaching learning activity as stated in the schedule of the English subject. Furthermore, the observation was done a month for eight times from August 1st 2002 up to August 29th 2002. Each observation lasted for 90 minutes.

3.4.2 Interview

In this research, the interview was conducted with the English teacher of the second year students of SMUN 1 Gambiran to obtain the supporting data about the English teaching in general and the use of requests by the teacher, the responses of the students toward the use of requests. To gain the data in more comprehensive form, free-guided interview was used with a view to avoid missing important points of the supporting data needed (Arikunto, 1998:146). The interview guide is enclosed on Appendix 2.

3.5 Data Analysis Method

Prior to the data analysis stage, the collected data from the observation were identified whether the teacher's utterances belonged to direct or indirect requests; whether the students respond verbally or by actions.

The collected data were analyzed by using descriptive qualitative and quantitative analysis method. The analysis was done on the primary data by describing the activities of using requests during the English teaching learning process. Firstly, the analysis dealt with the utterances of requests that were used by the English teacher in the classroom activities. Secondly, analyzing the responses of the students toward the use of requests in the English classroom activities. Finally, the analysis looked upon the responses of the students toward the use of requests related to the theory of Speech Acts. The following conversation is the example of the analysis,

A: Can we move the fridge?

B: (Move the fridge) (Levinson, 1983:280)

Levinson in the above example explains that A's utterance is accepted by B as a request to do something. B's response shows that B understands what A actually wants B to do, in this case is to move the fridge. Here, the use of the request related to the theory of Speech Act that included in indirect requests. Then, the response is in the form of action. Thus, it can be said that it is a successful speech act with the request as the force. Bach (1998) claims that a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed. By knowing the classification and the identification, the pattern of the use of request, then was determined.

IV. RESEARCH RESULTS, ANALYSIS AND DISCUSSION

Based on the investigation held in SMUN 1 Gambiran from August 1st up to August 29th 2002, the primary data and the supporting data were collected. The primary data were gained from the classroom observations and the supporting data were obtained from the interview. The data analysis and discussion of the results are presented in the following sections, after the highlight of the research results.

4.1 The Result of Supporting Data

The interview was conducted with the English teacher of the second year students of SMUN 1 Gambiran to obtain the supporting data about the use of requests of the second year students of SMUN 1 Gambiran in the 2002/2003 academic year, in particular, and the English teaching in general.

The name of the English teacher is Hadi Purnomo. He teaches class II.4 every Thursday at 10.30 a. m – 13.00 p. m and Saturday at 10.00 a. m – 11.30 a. m. He said that in the teaching learning process he has been trying to make the students be active in the speaking skill. In order to make the students active, he often teaches the students in the language laboratory. In this laboratory, he used the facilities such as tape recorder, cassettes, VCDs, and TV monitor. He also added that speaking English is the duty of his students everywhere, especially if they meet and speak to him. He admitted that it is difficult for them, but he wanted to try it to get better results of the English learning. He wants the students to be able to speak English actively in daily communication.

Based of the information given by the English teacher, he had a problem with the use of indirect requests. In using indirect requests the teacher often repeated it in Indonesian. Frequently, the students did not really understand with the use of indirect requests. So, the teacher chose the direct requests. Instead, according to him, the students were more familiar with the direct patterns than the indirect one.

In responding to the teacher's request, sometimes the students did not respond it as quickly as it should be. The students' responses sometimes were not

relevant to the request. On many occasions, some of the students were not ready to respond the teacher's requests because they were not quite know or understand what was being asked by the teacher. These students just keep silent not to know what to do.

Concerning with the difficulties faced by the students in responding the use of requests, the teacher tried to overcome it by repeating the requests once again. If the students still did not respond the requests, the teacher repeated it in Indonesian.

The teacher added that the 1994 English Curriculum for SMU was sufficient to improve the students' abilities in the four language skills. It could be seen from the many kinds of the English text books that were produced for SMU. The content of these books were sufficient to improve the four language skills of the students. The use of requests is also presented in one section, especially for the first class. The text books that were used by the second year students are *Buku Bahasa Inggris 2a for SMU and workbook, published by PT. Intan Pariwara 2002*. Finally, he said that the improvement of the students' ability depends on the creativity of the teacher in teaching the English subject and the students' readiness to practice the target language diligently in daily communication. He believes that by giving a chance to practice English help the students' abilities in using English.

4.2 The Results of Primary Data

The primary data were gained from the observation in the English language class. The observations were done in class II.4. The researcher observed and took note and used tape recorder. The observations were done every Thursday at 11.30 a. m – 13.00 p. m and Saturday at 10.00 a. m – 11.30 a. m Furthermore, the observations were conducted for a month. The results of observation can be seen on Appendix 4. All the utterances of requests were underlined in this Appendix. However, it should be noted that the transcript writing does not follow the transcript convention (the way how to write the utterances, dialogues or speech which were recorded due to the lack of resources concerning with the convention of writing the transcript).

The following table presents the schedule of the classroom observations which were conducted for eight times.

Table 3 The Schedule of Classroom Observation

No	Day, date	Time	Language skill/ focus
1	Thursday, 1 st August 2002	11.30 a.m-13.00 p.m	Listening, speaking
2	Saturday, 3 rd August 2002	10.00 a.m-11.30 a.m	Speaking
3	Thursday, 8 th August 2002	11.30 a.m-13.00 p.m	Reading
4	Saturday, 10 th August 2002	10.00 a.m-11.30 a.m	Listening
5	Thursday, 15 th August 2002	11.30 a.m-13.00 p.m	Reading
6	Thursday, 22 nd August 2002	11.30 a.m-13.00 p.m	Vocabulary
7	Saturday, 24 th August 2002	10.00 a.m-11.30 a.m	Pronunciation
8	Thursday, 29 th August 2002	11.30 a.m-13.00 p.m	Integrated skills

Based on the result of the observations transcribed on Appendix 4, there were 155 request utterances. Some of the utterances were similar, so the data were analyzed based on request patterns and different kind of responses (Appendix 3).

The following table presents the teacher's request patterns as identified on Appendix 4.

Table 4 The Teacher's Request Patterns

No	Request pattern	Number on Appendix 4	Total	%
I	Please do X	1,3,4,5,22,36,37,41,45,46,52,62,63,64,67, 68,80,82, 84,85,91,97,99,103,104, 105,108,110,116,117,123,129,134, 136,143,151,152,154	39	25,16
II	Do X please	2,9,10,11,13,26,53,55,58,66,73,74,76, 90,96,101,106,109,130,147,149	21	13,55

III	Do X	6,7,8,12,14,15,16,21,23,27,28,38,39,40,42 43,44,56,57,59,60,61,65,69,70,71,72, 77,78,79,81,83,94,95,98,102,118,119,120, 121,122,124,127,135,146,155	45	29,03
IV	You please	17,19,25,29,31, 34,35,49,51,75,87, 89,92,111,113,114,115,125,132,137,139 141,144,148,150	25	16,13
V	You	18,24,47,50,54,86,88,100,107,126,131, 138,140,153	14	9,03
VI	Maybe you?	20,48,93,112,128,142,145	7	4,52
VII	Don't do X	30	1	0,645
VIII	Another group, please.	32,33	2	1,29
IX	Don't forget do x.	133	1	0,645
Total			155	100

From the Table 4 above, it can be seen that there were 9 different patterns of the teacher's requests. There were 155 request utterances, 147 utterances (94,835%) were in direct request (Table 4 no I, II, III, IV, V, VII and VIII) and 8 utterances (5,165%) were in indirect request (Table 4 no VI and IX).

Furthermore, the utterances that used "please" were 87 utterances (56,13%) on table 4 no I, II, IV, VIII and 68 utterances (43,87%) in Table 4 no III, V, VI, VII, IX were without "please". The word "please" in making requests is important to make the requests be politer.

Concerning with the students' responses, the following Table 5 presents them.

Table 5 Students' Responses toward Teacher's Requests

No	Responses	Numbers on appendix 4	Total	%
1	Verbal	5,19,24,25,26,29,42,45,46,47,48,51,57,58,60,61,62,68,69,80,81,85,86,87,88,92,94,95,111,112,113,114,115,119,120,122,124,125,126,127,128,130,131,132,133,137,138,139,140,141,142,144,146	53	34,19
2	Non verbal (Action)	1,2,3,4,6,7,8,9,10,11,12,13,14,15,16,17,18,20,21,22,23,27,28,30,31,33,34,35,36,37,38,39,40,41,43,44,52,53,54,55,56,59,63,64,65,66,67,70,72,73,73,75,76,77,78,79,82,83,84,90,91,93,96,97,98,99,100,101,102,103,104,105,106,107,107,108,109,110,116,117,118,119,121,123,134,135,136,143,145,147,148,149,150,151,152,153,154,155	96	61,94
3	No response	32,49,50,71,89,129	6	3,87
Total			155	100

From Table 5, it can be seen that from the 155 responses, 53 responses (34,19%) were verbal, 96 responses (61,94%) were non - verbal (action) and 6 (3,87%) no responses. In sum up, most of responses toward the use of requests were in the form of non – verbal (actions), some facts in verbal responses and a small number in no response at all.

4.3 Data Analysis

The primary data consisted of the use of requests by the teacher and the responses of the students toward the use of the requests. After the data were collected, they were analyzed referring to the Theory of Speech Act. When there were some similar data, the analysis was focused on the different request patterns and the different responses. The analysis of the data was as follows:

Excerpt 1

Teacher : “Please prepare your paper.

Students : (Prepare their paper) (Appendix 4 no 1)

In excerpt 1, the teacher asked to the students to prepare their paper by using request pattern “Please do X”. Here, the students prepared their paper as the teacher said. The students’ responses showed that they understood what they had to do. The responses of the students were in the form of **action (non-verbal)**. Analyzing the request related to the theory of Speech Act (Levinson, 1983:265) the request was included **in a polite direct request**. It was a polite request because it used the word “please”. In addition, the request can be said successful because the audience identifies, in accordance with the speaker’s intention, the response being expressed (Bach, 1998).

Excerpt 1 is the example of **Table 4 no I and Table 5 no II**.

Excerpt 2

Teacher : “Listen to the tape and write down please.”

Students : (listen to the tape. Some of them write down on their paper and some of them do not do) (Appendix 4 no 2)

In excerpt 2, the teacher wanted the students to listen to the tape and then write the sentence from the tape. Here, the students responded by listening to the tape and writing down on their book, but some of them do not write it. The request as related to theory of Speech Act (Hatch, 1992:122) belongs to a **direct request** by using the pattern “Do X.” It was also in a polite request because it used “please” (Levinson,1983:265). So, the pattern be “Do X please”. The

response of the students was in the form of an **action**. Furthermore, it was a successful speech act because the response being expressed was in accordance with the speaker's intention (Bach, 1998).

Excerpt 2 is the example of **Table 4 no II and Table 5 no II**.

Excerpt 3

Teacher : "Please look at the monitor."

Students : "Not yet Sir"

"Belum Sir" (Appendix 4 no 5)

In excerpt 3, the teacher asked the students to look at the monitor for checking their work. The responses of the students were given by saying those words, some of them said in English and some of them said in Indonesian. Here, the students' responses were in the form of **verbal**. The students did the kind of response because the teacher was asking the students to correct their work too fast, but the students were not ready. It showed the response is multifunctional, because not only the students reporting that the students have not finished writing, but also asserting that the teacher was asking the students to do correction too fast (Richards and Schmidt, 1983:126). The request as related to the theory of Speech Act (Levinson, 1983:265) belongs to a **polite direct request**. It is polite form because the pattern is "Please do X".

Excerpt 3 is the example of **Table 4 no I and Table 5 no I**

Excerpt 4

Teacher : "Check your work . O.K?"

Students: "Not yet sir." (Appendix 4 no 6)

In excerpt 4, the teacher wanted the students to check their work by looking at the monitor, but the students rejected to do it, instead, they were not ready to do it, they say "not yet" to the teacher. It showed that the response was multifunctional, because not only the students did not finish their writing, but also asserting the teacher was asking too fast to check the students' work. The responses of the students showed that they rejected to the request. Here, the

teacher's utterance included in a **direct request** (Hatch, 1992:122) in the form of imperative. The utterance was without the word "please" in the pattern of "Do X".

The students' responses are in the form of **verbal** responses.

Excerpt 4 is the example of **Table 4 no III and Table 5 no I**

Excerpt 5

Teacher : "You please."

Students : (Practice their dialogue) (Appendix 4 no.17)

In excerpt 5, the teacher asked the students to practice their dialogue. The student responded it by practicing their work in front of the class. The teacher only used the utterance because he already explained the request on the Appendix 4 no 16. Then he omitted the complete request. So, the students understood the request. Here, the teacher's utterance belongs to a **polite direct request** (Levinson, 1983:266), because it used "please" in uttering the request. The request was in the pattern "You please". The students' response was in the form of an **action**. Furthermore, it is successful because the response being expressed was in accordance with the speaker's intention (Bach, 1998).

Excerpt 5 is the example of **Table 4 no IV and Table 5 no II**

Excerpt 6

Teacher : "Next. You."

Student : (Practice their dialogue in front of the class) (Appendix 4 no 18)

In excerpt 6, the teacher wanted the students to practice their dialogue in front of the class by saying "you". He only used the utterance because he continued from the utterance before it to ask the students the same request. Responding to his request, the students practiced it in front of the class. Here, the teacher used a **direct request** without "please" as related to the theory of Speech Act (Hatch, 1992:122) to the students. It means that the utterance was in imperative form. The student's response was in the form of an **action**. The utterance is successful because the response being expressed by the student was in accordance with the teacher's intention (Bach, 1998).

Excerpt 6 is the example of **Table 4 no V and Table 5 no II**

Excerpt 7

Teacher : “Maybe you.”

Student : (Practice their dialogue in front of the class) (Appendix 4 no 20)

In excerpt 7, the teacher requested the students to practice their dialogue by using “maybe” to make the request more polite. Here, the student understood what was the intention of the teacher by responding the request immediately although the request utterance did not complete. As related to the theory of Speech Act it was included in **indirect request** (Levinson, 1983: 263) without “please”. Furthermore, the response of the student is in the form of **action**. It shows that the response was in accordance with the teacher’s intention. It means that this Speech Act was successful (Bach, 1998).

Excerpt 7 is the example of **Table 4 no VI and Table 5 no II**

Excerpt 8

Teacher : “Don’t read your book.”

Students: (put their book on the table) (Appendix 4 no 30)

In excerpt 8, the teacher wanted the students not read their book. Here, the students responded it by put their books on the table. As related to the theory of Speech Act (Hatch, 1992:122) excerpt 8 also belongs to **direct request** in the form of negative sentence. Here, the teacher used imperative utterance to make a request. Here, the teacher used the pattern “Don’t do X”. The responses of the students were in the form of **action**. The request was a successful speech act because the response was in accordance with the speaker’s intention (Bach, 1998).

Excerpt 8 is the example of **Table 4 no VII and table 5 no II**

Excerpt 9

Teacher : “Another group please.”

Students : (no response) (Appendix 4 no 32)

In excerpt 9, the teacher wanted the other students to perform their dialogue in front of the class. But no one responded to the request. Because of this situation the teacher must produce another utterance to make the request done (Brown and Yule, 1996:232). Dealing with the teacher's request it belongs to **direct request** (Hatch, 1992:122). It is polite request because the teacher used “please” in uttering the request (Levinson, 1983:265). Here, the students **did not respond** to the request neither in the form of verbal or action. This request can be said fail because there was no response from the addressee.

Excerpt 9 is the example of **Table 4 no IV and Table 5 no III**

Excerpt 10

Teacher : Don't forget to study it at home.

Students: “Yes sir” (Appendix 4 no 133)

In excerpt 10, the teacher requested to the students to study the lesson they just have learnt. In this situation the teacher uttered it in the end of the lesson. Responding to the request, the students answered it by saying “yes sir” together. In this case, the teacher's utterance belongs to **indirect request** (Levinson, 1983:204). Because in uttering the request the teacher did not request the students directly such as “study it at home”. Relating to the students' response, it belonged to **verbal** response. Excerpt 10 can be said successful speech act because the students' responses were in accordance with the teacher's intention.

Excerpt 10 is the example of **Table 4 no. IX and Table 5 no. I**

4.4 Discussion

It has been shown that the theory of Speech Act, especially by Hatch and Levinson has been applied in the English class activities of the second year students of SMUN 1 Gambiran class II.4 in 2002/ 2003 academic year. Dealing with the teacher's request pattern in Table 4; 94,835% of the requests were

included in direct request and 5,165% were included in indirect request. The form of direct request are shown in Table 4 no. I,II,III,IV,V,VII and VIII, while the indirect form shown in Table 4 no. VI and IX. In addition 56,13% use the word "please" and 43,87% did not use the word "please". All of the word "please" were used in direct request. Based on the analysis, the direct request mostly successful used by the teacher. In other words, the teacher was likely to use the direct request than the indirect request. The uses of polite requests were more frequently than the imperative form.

Concerning with the responses from the students it had shown in Table 5 that the students always respond to the teacher's request if they have understood what they have to do. In this case, 34,19% responses were in the form of verbal, 61,94% were in the form of non-verbal (action) and 3,87% were no response. Most of the requests used by the teacher were objected to ask the students to do the exercises or tasks being assigned to them.

In sum up, most of the responses of the students were in the form of action and they were in accordance with the teacher's intention. On the other hand, the use of request as related to the theory of Speech Act is successful as proven by the students' responses in the form of intended action. As stated by Bach (1998) speech act succeed if the audience identified, in accordance with the speaker's intention, the attitude being expressed.

It was found that there were the request not succeed or failed because of something happen. As shown in excerpt 9, the students did not respond the teacher's request. In making the students understood what is the teacher's intention, the teacher should make the students did by repeating the utterance or the words. Searle (in Brown and Yule, 1996:232) supports that if the hearer do not understand what is uttered by the speaker, the speaker has to repeat the utterance or by using another words more clearly. In the application of the statement, the teacher did not repeat the words to make the students understood. In this case the teacher did not ask the first student to do the intent after he explained the request, he asked another student to do the request (Appendix 4 no 33).

Referring to these facts, the use of request made by the teacher and the responses of the students were mostly successful. In addition, the direct request is easier to be understood by the students. Polite direct requests were often used by the teacher in classroom activities. It is good to make the students in understanding the polite request. The teacher often used direct request, it could be caused that he wanted to make the class situation to be enjoyable. In other words, he wanted familiar with the students. In responding to the use of the teacher's request, the students did what the teacher wanted them to do. Or it can be said that most of the students' response were in the form of action rather than in verbal.

Concerning with the use of polite request, 56,13% were used the word "please". The teacher intended to do it in order to make the students understand about the politeness. In addition, the teacher used "please" in direct request. The teacher often used direct request could be caused that the students only use English in classroom activities. Then, the students understanding of indirect request are limited.

Based on those explanations above, one should have knowledge about the use of request in communication. Using request as related to the theory of Speech Act can be divided into direct and indirect request. Furthermore, the use of request can be fail if the interlocutors were not in accordance. As a result, according to the finding of this analysis the use of direct requests were more dominant or even the teacher always used direct request in classroom activities. In addition the students understood well to the teacher's request. It has been shown in the students' response toward teacher's request in the classroom activities by doing the request in the form of action.

In sum up, the use of request in this classroom activities can be said successful in the form of direct request, but it is better for the teacher to try use the indirect request as stated by some experts in Table 1 on page 13. This also helps the students to communicate in everyday conversation. It can not be denied that request is very essential in daily conversation.



V. CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion from the discussion analysis, and suggestions proposed to the persons involved in the English teaching learning process especially, the class II.4 students of SMU Negeri 1 Gambiran.

5.1 Conclusions

Based on the results of the analysis in chapter IV, the conclusions of this research are,

5.1.1 The General Conclusion is,

The use of teacher's requests and the II.4 students' responses related to the Theory of Speech Act applied in the English classroom activities at SMUN 1 Gambiran in the 2002/2003 was successful, it is indicated when the teacher used requests, the students were able to respond the requests either in actions (61,94%) or in verbal forms (34,19%).

5.1.2 The Specific Conclusions are as follows,

- a. In making requests in the English teaching learning process the teacher of the II.4 students at SMUN 1 Gambiran in the 2002/ 2003 academic year used the direct requests (94,835%) and the indirect requests (5,165%). Furthermore, most of the direct request used polite requests (56,13% out of the total utterances). It means, the teacher used polite direct requests more frequently.
- b. The responses of the second year students class II.4 of SMUN 1 Gambiran produced toward the use of the teacher's requests in the English teaching learning process in the 2002/2003 academic year were done in the form of actions (61,94%), in verbal forms (34,19%), and had no response (3,87%). Thus, the students had good responses to the teacher's requests in the form of actions.

5.2 Suggestions

Some suggestions are considerable to be proposed to some parties by which the theory of Speech Act has an essential function in order to make communication run smoothly. They are as follows:

1. For the English Teachers

It is necessary for the English teachers to apply not only direct requests but also introduce indirect requests in the English teaching learning process when they teach the students, in order to familiarize them with the forms of requests.

2. For the Students

The students need to understand thoroughly about the use of both direct and indirect requests. They should learn requests theoretically and practice them in daily life used by the teacher in the English teaching learning process.

3. For Future Researchers

It is crucial for other writers to conduct further research on the similar topic with a different focus using a different design to understand and identify the use of the phenomenon in order to improve the understanding of using requests in English learning teaching activities, such as an experimental research by applying a teaching technique of request.

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Appendix 1

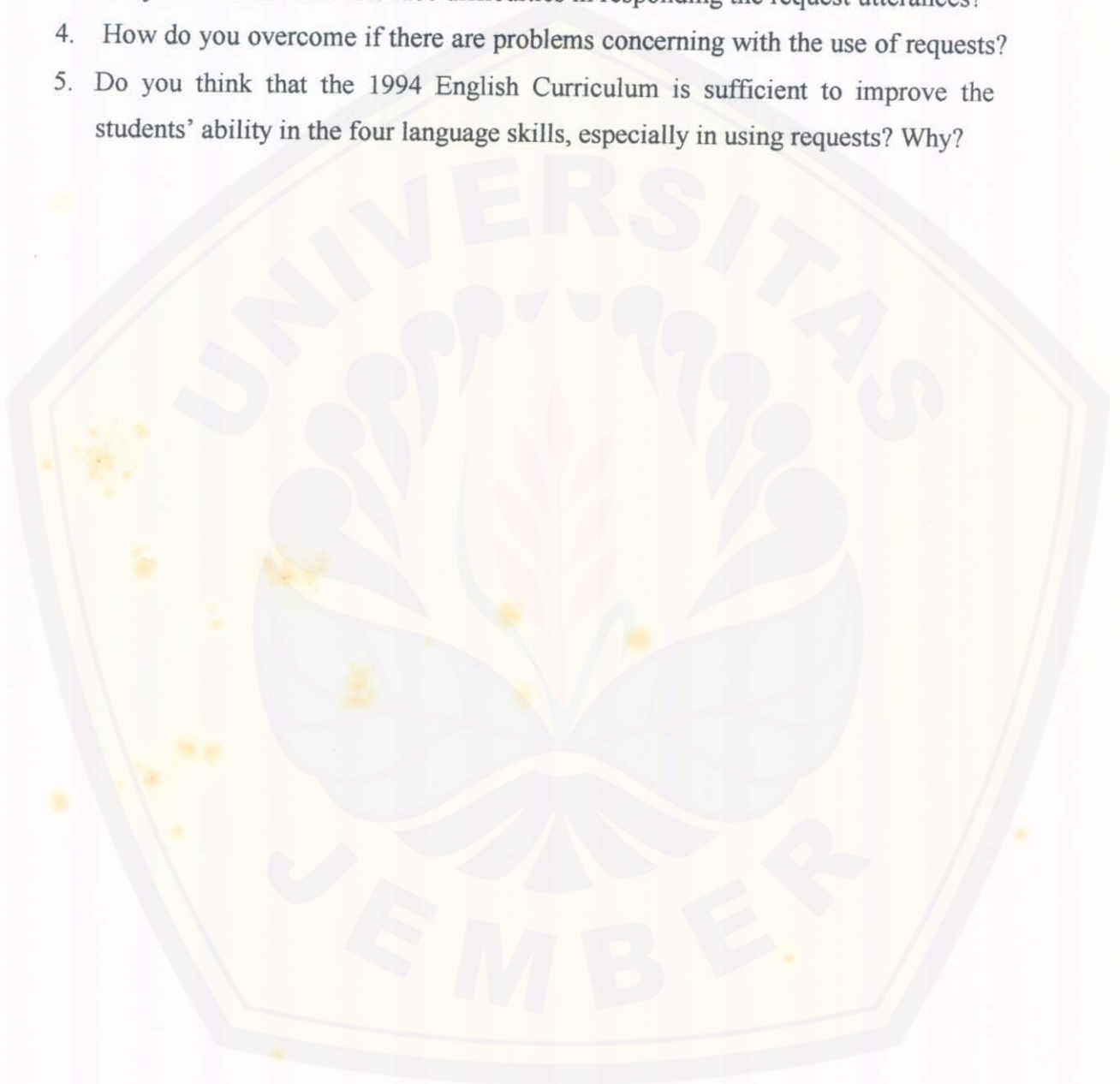
RESEARCH MATRIX

THE TITLE	THE PROBLEMS	THE OBJECTIVES	VARIABLE	SUB VARIABLE	DATA RESOURCES	RESEARCH METHODS
<p>A Study on the Use of Teacher's Requests and the II.4 Students' Responses Related to the Theory of Speech Acts atSMUN 1 Gambiran in the 2002/ 2003 Academic Year.</p>	<p>1. General Problem How is the teacher's requests and the II.4 students' responses related to the theory of Speech Acts applied in the English classroom activities at SMUN 1 Gambiran in the 2002/2003 academic year?</p> <p>2. Specific Problems ➤ What kinds of utterances does the teacher of the II.4 students at SMUN 1 Gambiran use in making requests in the English teaching learning process in the 2002/ 2003 academic year?</p> <p>➤ What types of responses do the II.4 students at SMUN 1 Gambiran produced toward the use of the teacher's requests in the English teaching learning process in the 2002/ 2003 academic year?</p>	<p>1. General Objective To describe the teacher's requests and the II.4 students' responses related to theory of Speech Acts applied in the English classroom activities at SMUN 1 Gambiran in the 2002/2003 academic year.</p> <p>2. Specific Objectives ➤ To describe kinds of the teacher's utterances in making requests in the English teaching learning process of the II.4 students of SMUN 1 Gambiran in the 2002/ 2003 academic year.</p> <p>➤ To describe the types of the II.4 students' responses in teacher's requests in teaching learning process at SMUN 1 Gambiran in the 2002/ 2003 academic year.</p>	<p>Speech Acts</p>	<p>The use of request</p> <ul style="list-style-type: none"> - Direct - Indirect - Polite Direct - Polite Indirect 	<p>1. Participants - The English teacher - The II.4 students of SMUN 1 Gambiran in the 2002/2003 academic year.</p> <p>2. Informant - The English teacher</p>	<p>1. Area Determination Method Purposive method</p> <p>2. Participant Determination Method Purposive sampling</p> <p>3. Data Collecting methods ➤ Primary Data ➤ Observation ➤ Supporting Data Interview</p> <p>4. Data Analysis Method A descriptive quantitative and qualitative method.</p>

Appendix 2

Interview Guide (Questions) for the English Teacher

1. Would you explain how you conduct the English teaching in general?
2. What problems do you usually encounter in the use of requests?
3. Do you think the students face difficulties in responding the request utterances?
4. How do you overcome if there are problems concerning with the use of requests?
5. Do you think that the 1994 English Curriculum is sufficient to improve the students' ability in the four language skills, especially in using requests? Why?



Appendix 3

Observation Format on the Use of Requests

I. Request Patterns

Request Patterns	Frequency
1. Indirect requests a. I want you to X b. Can you X c. Would you X d. Would you mind X e. You ought to X f. May I ask you X g. Did you forget X (Taken from Levinson, 1983:263)	
2. Direct request a. Do X (Hatch,1992:122)	
3. Polite Request a. Please do x. (Levinson, 1983:265)	
4. Polite Indirect a. Can you do x, please? (Hofmann, 1993:286)	

II. Categories of Responses

Responses	Frequency
Verbal	
Non-verbal	
No response	

Appendix 4

The Result of Observation on the Use of Request

Observation I

Date : 1 August 2002

Time : 11.30 a. m – 13.00 p. m

Class : II.4

Teacher's utterances	Students' responses	Category of respond
(Teacher enters the classroom and opens the lesson by greeting and says to his students)		
1) "Please prepare your paper."	1) (Students prepare their paper)	1) action
2) " <u>Listen to the tape and write down please.</u> " (He turns on the tape) (After for about two minutes the back row students seem to have difficulties in listening the tape)	2) (Students listen to the tape. Some of the students write down on their paper, but some of them do not do)	2) action
3) " <u>Please move there.</u> " (to the back row students) (He turns on the tape and say to his students)	3) (They move quickly)	3) action
4) " <u>Please do individually.</u> " (After having the lesson for one session)	4) (Some of the students do individually, some of them do with their friend and some of them do not write anything)	4) action
5) " <u>Please look at the monitor.</u> "	5) Some of the students respond "not yet sir."	5) verbal
6) " <u>Check your work o.k.</u> " (He neglects the students' complaints and turns on the TV)	6) Some of the students respond " <i>belum</i> sir."	6) action
7) " <u>Look at your work now.</u> " (He walks around the students one by one and	7) (Students look at their works)	7) action

<p>stop at one of the students)</p> <p>8) <u>"Let me see your work."</u> (He walks again and says)</p> <p>9) <u>"Who can write JANE? Write at the blackboard please."</u> (Because the blackboard is not clean he ask a student then)</p> <p>10) <u>"Clean the blackboard, please."</u> (The teacher go to in front of the class and hold the tape)</p> <p>11) <u>"Pay attention to the tape please."</u> (He turns on the tape)</p> <p>12) <u>"Write on your book."</u> (After having one session, he ask a student)</p> <p>13) <u>"Write on the blackboard, please."</u> (He also ask the other student)</p> <p>14) <u>"Write on the blackboard."</u> (then he turns on the TV)</p> <p>15) <u>"Ok. Look at the monitor and check your work."</u> (After checking the work the teacher ask the students)</p> <p>"What is the different how are you and how do you do?" (Then, the teacher explains about the use of the utterances. After having the explanation he ask to his students)</p> <p>16) <u>"Make a practice with your friend in front of the class about greeting."</u> (After for about ten minutes the teacher ask the students to perform their dialogue)</p>	<p>8) (The student shows her work to the teacher)</p> <p>9) (A boy writes at the blackboard the word <i>JANE</i>)</p> <p>10) (A boy cleans the blackboard)</p> <p>11) (Students begin to listen to the tape)</p> <p>12) (Students seem busy to write on their books)</p> <p>13) (He writes on the blackboard, "<i>How are you?</i>")</p> <p>14) (She writes on the blackboard, "<i>How are you? Fine.</i>")</p> <p>15) (Students look at the monitor to check their work)</p> <p>A girl says, "how are you for people <i>yang sudah dikenal (informal)</i> and how do you do for people <i>yang belum dikenal. (formal)</i>"</p> <p>16) (Students prepare their dialogue with their friend)</p>	<p>8) action</p> <p>9) action</p> <p>10) action</p> <p>11) action</p> <p>12) action</p> <p>13) action</p> <p>14) action</p> <p>15) action</p> <p>16) action</p>
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<p>“Are you ready?” (Then the teacher shows two girls) 17) “<u>You, please.</u>” 18) “<u>Next, you.</u>” 19) “<u>Then, you please.</u>” 20) “<u>May be you.</u>” (After some students have practicing their dialogue in front of the class, the time is still ten minutes more) 21) “<u>Ok. Now listen to this song.</u>” (The teacher turns on the tape) (The teacher turn off the tape every one sentence)</p>	<p>Some of the students say “yes” and some of the students say “no” 17) (They practice their dialogue in front of the class) 18) (They practice in front of the class in pair) 19) “Not yet sir.” 20) “(They practice in front of the class in pair) 21) (The students look so happy and listen to the song intensively)</p>	<p>17) action 18) action 19) verbal 20) action 21) action</p>
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Note: The media that is used by the teacher in the classroom activity in observation 1 is VCD player completed by sound system.

Observation 2

Date : 3 August 2002

Time : 10.00 a. m – 11.30 a. m

Class : II.4

Teacher's utterances	Students' responses	Category of response
<p>(Teacher enter the class and greet the students)</p> <p>22) "Please open your book page 5."</p> <p>23) "Observe the picture and tell what is it about."</p> <p>24) "Who can tell the picture? You."</p> <p>25) "What else, <i>apa lagi?</i> You please."</p> <p>26) "What is <i>bencana alam</i> in English?"</p> <p>27) "You, tell the picture please."</p> <p>28) "Ok. Now look at your book." (The teacher explain about expressing sympathy and writes on the blackboard)</p> <p>29) "Now make dialogue with your friend and perform in front of the class. Two person." (After for about ten minutes)</p> <p>30) "Are you ready?" "Now, you please."</p> <p>31) "Don't read your book." (The students bring their books)</p>	<p>22) (Students open their books)</p> <p>23) (Students observe the picture in their books)</p> <p>24) A girl answers the question, "Eruption sir."</p> <p>25) A boy answers the question, "<i>bencana alam</i>." Some students answer, "natural disaster."</p> <p>26) A boy says, "looking natural disaster."</p> <p>27) (students look their books)</p> <p>28) (Students begin to write their dialogue)</p> <p>29) Some of the students say "yes" and the others say "no". (The two students come in front of the class and per form their dialogue)</p> <p>30) (The students put their books on the table)</p>	<p>22) action</p> <p>23) action</p> <p>24) verbal</p> <p>25) verbal</p> <p>26) verbal</p> <p>27) action</p> <p>28) action</p> <p>29) verbal</p> <p>30) action</p>

<p>31) (After the first group) "The next, you please." (After the second group)</p> <p>32) "Another group please." 33) "Your group please." (After the third group)</p> <p>34) <u>You, the long hair please.</u> (After the fourth group)</p> <p>35) "<u>Now the last, you please.</u>" 36) "<u>Now please take a look on page 7 exercise H.</u>"</p> <p>37) "<u>Please find the sentences that can be answered by sympathy response and give the response.</u>" (After for about ten minutes)</p> <p>38) "<u>Write on the blackboard.</u>" (To 5 students) (Because the blackboard is not clean)</p> <p>39) "<u>Clean the blackboard.</u>" (After the 5 students finishing their work)</p> <p>40) "Ok, check no 1 up to no.5. <i>Semuanya kok menggunakan I am sorry.</i> "<i>Apa contohnya?</i>"</p> <p>41) "<i>Sekarang no 2 sampai no 5 please find by yourself.</i> (The teacher gives times to the students to correct their works. Time is five minutes less</p> <p>42) "<u>Because time is up correct by yourself.</u>"</p>	<p>31) (Two students perform their dialogue)</p> <p>32) (No one respond it)</p> <p>33) (Two students perform their dialogue)</p> <p>34) (Two students perform their dialogue)</p> <p>35) (Two students perform their dialogue)</p> <p>36) (Students open their book)</p> <p>37) (Students begin to do the work, some do with their friend and some do individually.)</p> <p>38) (Five students go forward)</p> <p>39) (One of them cleans the blackboard first)</p> <p>40) (The students look at the blackboard)</p> <p>A girl gives a response, "How awful must you feel." 41) (The students correct their answers by themselves)</p> <p>42) Some of the students respond "yes"</p>	<p>31) action</p> <p>32) no response</p> <p>33) action</p> <p>34) action</p> <p>35) action</p> <p>36) action</p> <p>37) action</p> <p>38) action</p> <p>39) action</p> <p>40) action</p> <p>41) action</p> <p>42) verbal</p>
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Observation 3

Date : 8 August 2002

Time : 11.30 a. m – 13.00 p. m

Class : II.4

Teacher 's utterances	Students' responses	Category of response
<p>(Teacher enters the class and greets the students)</p> <p>43) "Open your book page 6."</p> <p>44) "There are 3 questions there, then answer the three questions."</p> <p>45) "Now please do no 1"</p> <p>46) "You please do no 1."</p> <p>47) "And you."</p> <p>48) "Next no 2. May be you?"</p> <p>49) "The other, you please."</p> <p>50) "Next number. You."</p> <p>51) "You please."</p> <p>"Only that"</p> <p>52) "Next please do the exercise E with your friend."</p> <p>(After for about 5 minutes)</p> <p>53) "You do no 1, write on the blackboard please."</p>	<p>43) (Students open their books)</p> <p>44) Some of the students are doing the exercise and some of them are still talking with their friends)</p> <p>45) (A boy reads the question and answers it)</p> <p>"Yes there is. Semeru,"</p> <p>46) A girl answers the question, "Merapi Sir."</p> <p>47) (A girl answer the questions, "Kelud Sir.")</p> <p>48) "Yes we do. To make fertile."</p> <p>49) (no answer from the boy)</p> <p>50) (No answer from the girl)</p> <p>51) (A boy reads the question and answer)</p> <p>"Broken house."</p> <p>"Broken plants."</p> <p>52) (Students begin to do the exercise)</p>	<p>43) action</p> <p>44) action</p> <p>45) verbal</p> <p>46) verbal</p> <p>47) verbal</p> <p>48) verbal</p> <p>49)no response</p> <p>50) no response</p> <p>51) verbal</p> <p>52) action</p>

<p>54) "Next no 2, 3, 4, 5. You." (To 4 students) (After the four students finishing their work) 55) "Ok, look at the blackboard please." 56) "Pay attention and stop writing." 57) "Ok, let's check no 1, is it right?" 58) "Next, no 2 pay attention please." "Is no 2 right?" 59) "Ok, you correct no 2." 60) "Now look at no 3. Is it right?" "Then no 4. Is it right?" 61) "Next check the last number. Read it loudly." 62) "Now please make a conclusion from the text one paragraph." (because time is 5 minutes left) 63) "Ok, Please prepare to pray together."</p>	<p>53) (The girl writes on the blackboard) 54) (The four students write on the blackboard to do each number) 55) (Most of the students look at the blackboard, while some of them are still writing) 56) (Students put their pens on the table) 57) (The students answer together), "Yes" 58) Some of the students say "yes" and some of them say "no" 59) (A girl writes the correct on the blackboard) 60) The students answer together, "yes" The students answer together, "yes" 61) A boy read it loudly, "because can make wealthy." 62) Some students plead, "homework sir." 63) (Students pray together for the end of the classes and go home.</p>	<p>53) action 54) action 55) action 56) action 57) verbal 58) verbal 59) action 60) verbal 61) verbal 62) verbal 63) action</p>
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Observation 4

Date : 10 August 2002

Time : 10.00 a. m – 11.30 a. m

Class : II.4

Teacher's utterances	Students' responses	Category of response
(Teacher enters the classroom and opens the lesson by greeting. He uses VCD player and sound system)		
64) "Please prepare your paper."	64) (Students prepare their note-book)	64) action
(He ask two students to move the tape)		
65) <u>Help me to move this.</u> "	65) (They help the teacher to move the tape)	65) action
66) <u>Listen to the tape and write down on your note-book please.</u> "	66) (Students prepare to listen to the tape)	66) action
(He turns on the tape and say to his students)		
67) "Please do individually." (After having 15 minutes)	67)(Some of the students do individually, some of them do with their friend and some of them do not write anything)	67) action
68) "Please look at the monitor."	68) Some of the students say "not yet sir."	68) verbal
69) "Check your work o.k."	69) Some of the students say "belum sir."	69) verbal
70) "Ok. Listen once again."	70) (Students listen it again)	70) action
71) "Look at your work and pay attention to the tape." (After 15 minutes)	71) (Some students seem do not ready)	71) no response
72) "Let me see your work."	72) (The student shows her work to the	72) action

<p>(He walks again and says) 73) "Who can write no 1? <u>Write at the blackboard please.</u>" (Because the blackboard is not clean he ask a student then) 74) "<u>Clean the blackboard, please.</u>" 75) "<u>Next no 2 and no 3 You please</u> (to two students) (After the three students finishing their works) 76) "<u>Pay attention to the tape please.</u>" (He turns on the tape) 77) "<u>Check with your work.</u>" (After 15 minutes, he ask the students) "Is your answer right?" 78) "<u>Now check your work.</u>" (Then he turns on the TV) 79) "<u>Ok. Look at the monitor and check your work.</u>" (After checking the work the teacher asks the students about the use of adjective. Then, the teacher explains about the use of adjective phrase. After having the explanation the bell is rung) 80) "<u>Ok, please study at home.</u>" 81) "<u>Learn the adjective phrase at home.</u>"</p>	<p>teacher) 73) (A boy writes on the blackboard) 74) (A boy cleans the blackboard) 75) (The two students write on the blackboard) 76) (Students begin to listen to the tape) 77) (Students begin to check their works) (No answer) 78) (Students look at their own work) 79) (Students look at the TV monitor to check their work)</p>	<p>73) action 74) action 75) action 76) action 78) action 78) action 79) action</p>
<p>(After checking the work the teacher asks the students about the use of adjective. Then, the teacher explains about the use of adjective phrase. After having the explanation the bell is rung) 80) "<u>Ok, please study at home.</u>" 81) "<u>Learn the adjective phrase at home.</u>"</p>	<p>80) Students respond it, "Yes Sir" 81) Students respond it, Yes Sir"</p>	<p>80) verbal 81) verbal</p>

Observation 5

Date : 15 August 2002

Time : 11.30 a. m– 13.00 p.m

Class : II.4

Teacher 's utterances	Students' responses	Category of response
(Teacher enters the class and greets the students)		
82) "Please open your book page 11."	82) (Students open their books.	82) action
83) "There are 4 questions there, then answer the four questions."	83) Some of the students do the exercise and some of them are still talking with their friends)	83) action
84) "Now please do no 1 and give the reason why."	84) (Students try to find the answer)	84) action
85) "You please do no 1."	85) (A boy reads the question and answers) "I like cat because funny."	85) verbal
86) "And you."	86) A girl answers the question, "I like bird because beautiful."	86) verbal
87) "The other, you please."	87) A boy says, "I like buffalo because funny. (All of the students laugh the boy's answer)	87) verbal
88) "Next number. You."	88) (A girl answer the question) "To get the better life."	88) verbal
89) "You please."	89) (no answer from the boy)	89) no response
90) "What is <i>blekok</i> in English?" Write on the blackboard please."	90) (A boy writes on the blackboard the word <i>Heron</i>)	90) action
91) "Next please make the conclusion consist	91) (Students begin to do the work)	91) action

<p>of on paragraph, then please tell in front of the class.”</p> <p>(After for about 10 minutes)</p> <p>92) “You please.”</p> <p>93) “Next, may be you.”</p> <p>(After the boy finishing his job the teacher says)</p> <p>94) “Ask your friend.”</p> <p>(After Doni finished his story, the teacher says)</p> <p>95) “Call your friend.”</p> <p>(Yudi have finishing his story)</p> <p>96) * Sit down please. Next time please give comment or question to your friend.”</p> <p>97) “For the last meeting you have listening. Please prepare your paper.”</p> <p>98) “Listen to the tape and write the dialogue.”</p> <p>(After listening to the tape)</p> <p>99) “Please do on the blackboard.”(To 6 students)</p> <p>100) “Next you.”(To the others six students)</p> <p>101) “Hurry up please.”(to the two students left)</p> <p>(After the students finished their writing)</p> <p>102) “Ok, listen carefully.” (The teacher check the students’ works and make it right. After checking the works the time is up)</p>	<p>92) A boy says, “not yet sir.”</p> <p>93) (A boy tell his writing in front of the class)</p> <p>94) “Doni sir.”</p> <p>(Doni comes forward to tell his writing)</p> <p>95) “Yudi sir.”</p> <p>(Yudi comes forward and tell his story)</p> <p>96) (Yudi goes back to his chair)</p> <p>97) (Students prepare their papers)</p> <p>98) (Students listen to the tape)</p> <p>99)(The 6 students write on the blackboard)</p> <p>100)(Only Four students write on the blackboard)</p> <p>101)(the two students left run forward to write the answer.</p> <p>102) (The students listen to the tape and check their work)</p>	<p>92) verbal</p> <p>93) action</p> <p>94) verbal</p> <p>95) verbal</p> <p>96) action</p> <p>97) action</p> <p>98) action</p> <p>99) action</p> <p>100) action</p> <p>101) action</p> <p>102) action</p>
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Observation 6

Date : 22 August 2002

Time : 11.30 a. m – 13.00 p. m

Class : II.4

Teacher's utterances	Students' responses	
(Teacher enters the class and greets the students, then begins the lesson)	103) (Students open their books.)	103) action
103) "Please open your book page 11."	104) (Some of the students do the exercise and some of them are still talking with their friends)	104) action
104) "Now please do exercise C." Please open your dictionary."	105) (The five students come forward)	105) action
105) "You please do no 1. 2. 3. 4. 5." (point out to 5 students)	106) (the five students write on the blackboard)	106) action
106) "Write on the blackboard please." 107) "Next number. You." (To 5 students) (after the students finishing the exercise)	107) (Another five students write on the blackboard)	107) action
108) "Please look at the blackboard." "There are the same answer, yang mana yang benar?"	108) (The students look at the blackboard)	108) action
109) "Open your dictionary please." "Apa bedanya no 3 dan no 7?" (Then the teacher explains the meaning of the words one by one no 1 up to no 10)	109) (some of the students open their dictionary and some of them do not open dictionary) (No answer)	109) action

<p>(the exercise have finished)</p> <p>110) <u>Now please do exercise D and give the reason why.</u></p> <p>(the teacher give the time for about ten minutes)</p> <p>111) <u>"No.1, please you."</u></p> <p>"Is it right?"</p> <p>112) <u>"Next no.2. May be you?"</u></p> <p>113) <u>"No.3, you please."</u></p> <p>"Do you agree?"</p> <p>114) <u>"Next number, you at the corner please."</u></p> <p>115) <u>"The last number, you please."</u></p> <p>(After finishing the exercise)</p> <p>"I think you have known the life of animals on TV, <i>sudah pernah lihat apa belum?</i>"</p> <p>116) <u>"Ok <i>kalanu begitu</i> I have a video about animals. Please pay attention to this video." (He turns on the TV)</u></p> <p>117) <u>"Ok, because the bell is rung please prepare your bag."</u></p>	<p>110) (Students begin to do the exercise)</p> <p>111) "Wrong Sir, because only some." "Yes."</p> <p>112) "Right Sir."</p> <p>113) "Wrong sir, the example "tern."</p> <p>"Yes" (all of the students)</p> <p>114) "Right Sir."</p> <p>115) "Right Sir."</p> <p>Some of the students respond say, "<i>belum</i>" and some of them say "<i>sudah</i>"</p> <p>116) (Students watch the video until the time is up)</p> <p>117) (Students prepare their bag, pray together and go home)</p>	<p>110) action</p> <p>111) verbal</p> <p>112) verbal</p> <p>113) verbal</p> <p>114) verbal</p> <p>115) verbal</p> <p>116) action</p> <p>117) action</p>
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Observation 7

Date : 24 August 2002

Time : 10.00 a. m – 11.30 p. m

Class : II.4

Teacher's utterances	Students responses	Category of response
<p>(Teacher enters the class and greets the students) 118) "Today our lesson is pronunciation. <u>Listen to the tape.</u>" (turn on the tape) 119) (after turning off the tape) <u>"Please say together."</u> (Turn on the tape again) 120) "Repeat again, pen, paen." 121) "Next listen it carefully." 122) "Ok, say together. Beg, bæg." "The next." (turn on the tape) (the teacher repeat the utterances until the last word from the tape. It happens for about 30 minutes) (After the practice is finishes) 123) "Please look at exercise 3 and 4 page 14." 124) "Read it loudly." 125) "You no 1 please." 126) "No 2 yes you."</p>	<p>118) (students listen to the tape) 119) "pen, pen." (All of the students repeat the word) 120) "beg, bæg." 121) (students pay attention to the tape) 122) (Students follow the sound from the model verbal) 123) (The students open their book to find the exercise) 124) (A student reads the sentence loudly) 125) (A student reads the sentence) 126) (A student reads the sentence)</p>	<p>118) action 120) verbal 120) verbal 120) verbal 121) action 122) verbal 123) action 124) verbal 125) verbal 126) verbal</p>

<p>127) "Repeat again." 128) "The next, may be you." (Then the teacher explain about the different about the words before) 129) "Now please look at exercise 4." "Who want to read it?" 130) "You read it please, <i>baca yang benar.</i>" 131) "The next, please. You." 132) "Once again, you please." (Then the teacher give the right way to read the text) 133) "Don't forget to study it at home"</p>	<p>127)(The student reads the sentence again) 128) (A girl reads the sentence) 129)(No one rises their hand) 130) (A boy reads the text) 131) (A girl reads the text) 132) (A girl reads the text) 133) "Yes sir"</p>	<p>127) verbal 128) verbal 129) no response 130) verbal 131) verbal 132) verbal 133) verbal</p>
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Observation 8

Date : 29 August 2002

Time : 11.30 a m – 13.00 p. m

Class : II.4

Teacher's utterances	Students' responses	Category of response
(Teacher enters the class and greets the students)		
134) <u>"Please open your book page 17."</u>	134) (Students open their books)	134) action
135) <u>"There are 3 questions there, then answer the three questions."</u>	135) Some of the students are doing the exercise and some of them are still talking with their friends)	135) action
136) <u>"Now please do no 1 and mention the region."</u>	136) (Students look at their text book)	136) action
137) <u>"You please do no 1."</u>	137) (A boy reads the question and then answers it)"Ngaben from Bali."	137) verbal
138) <u>"And you."</u>	138) A girl answers the question "Kasodo from tenger."	138) verbal
139) <u>"The other, you please."</u>	139)" A boy says, "Petik Laut sir." (All of the students laugh the boy)	139) verbal
140) <u>"Next number. You."</u>	140) (A girl reads the question and answer) "No I have not."	140) verbal
141) <u>"You please."</u>	141) A boy says, "tradition sir."	14) verbal
<u>"What is adat in English?"</u>	142) A girl says, "custom sir."	142) verbal
142) <u>"The other may be?"</u>	143) (Students begin to write on their books individually)	143) action
143) <u>"Next please make one paragraph about custom, then please tell in front of the class."</u>		

<p>(After for about 10 minutes) 144) <u>"You please."</u> 145) <u>"Next, may be you."</u> (After the boy finishing his job the teacher says) "Who want to give question?" 146) <u>"Call your friend to give question.."</u> 147) <u>"Sit down please."</u> 148) <u>"The next, you please."</u> 149) <u>"Sit down please."</u> 150) <u>"The next, you please."</u> (After the students finishing their work) 151) <u>"Please do exercise C."</u> (After for about ten minutes) 152) <u>"Please do on the blackboard."</u> (To 5 students) 153) <u>"Next you."</u> (To the next 5 students) "Hurry up please." (to the 5 students) (After the students finishing their writing) 154) <u>"Please open your dictionary to check your work."</u> (the teacher checks the words one by one and explain some difficult words) (After checking the works the time is up, the teacher say) 155) <u>"Lead to pray together."</u> (to the leader of the class)</p>	<p>144) A boy says, "not yet sir." 145) (A boy tell his writing in front of the class) (no one ask him) 146) "Awig sir." Awig asks the boy, why you like that? The boy answers, "because I ever see." 147) (The boy sits back on his chair) 148) (A girl tell in front of the class) 149) (The girl sits back on her chair) 150) (A boy tells his writing in front of the class) 151) (The students begin to do the exercise 152) (The 5 students write the exercise on the blackboard) 153) (Five other students write on the blackboard) 154) (Some students open their dictionary) 155) (The leader of the class leads the class to pray together)</p>	<p>144) verbal 145) action 146) verbal 147) action 148) action 149) action 150) action 151) action 152) action 153) action 154) action 155) (action)</p>
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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 1700 /J25.1.5/PL5/2002

Jember, 18 JUL 2002, 2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMU Negeri 1

Gambiran.....

di -

Gambiran, Banyuwangi.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Latifah Ambarwati.....

Nim : 970210401064.....

Jurusan/Program : Pend.Bhs & Seni / Pend.Bhs.Inggris.....

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Study on the Use of "Request" as Related to the Theory of Speech Act of the Second Year Students of SMUN 1 Gambiran in the 2001/2002 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

4. dan Dekan Pembantu Dekan I,
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
MESNO AL, M.Pd

NIP. 130 937 191



SURAT KETERANGAN

Nomor : 409/104.33.9/SMU.10/PL/2002

Yang bertanda tangan dibawah ini kami,kepala SMU Negeri 1 Gambiran Kab. Banyuwangi menerangkan bahwa :

N a m a : LATIFAH AMBARWATI
NIM : 970210401064
Fakultas : FKIP Universitas Jember
Program Studi : Pendidikan Bahasa Inggris
Kelas : II.4
Angkatan : 1997
Alamat : Rt.04 Rw.I Sumberjo, Desa Wringinagung
Kec. Gambiran Kab. Banyuwangi
Tanggal lahir : 16 Juni 1977
Univ : Universitas Jember


Bebar-benar telah mengadakan penelitian pada SMU Negeri 1 Gambiran dalam penyusunan Skripsi dari tanggal 01 Agustus s/d 29 Agustus 2002 yang berjudul :

A Study on the use of teacher's request and student's responses of the second year students of SMUN 1 Gambiran in the 2002 / 2003 academic year.

Demikian surat keterangan ini untuk dapat dipergunakan sebagai mana mestinya.



Gambiran, 12 Oktober 2002
Kepala Sekolah


Drs. Suryanto
NIP 130 520 741

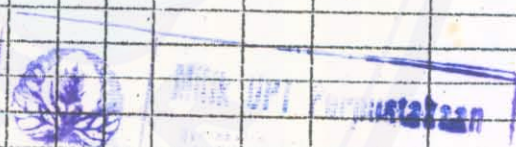
NO	NAMA	NIP	GOL RUANG	JABATAN GURU	JENIS GURU	BIDANG TUGAS
1	Drs. Suryanto	130325652	IV/a	Guru Pembina	Guru Bidang	Kep Sek
2	Dra. Endang Sri P	131409889	IV/a	Guru Pembina	Guru Bidang	Biologi
3	Drs. Sutjipto	130927339	IV/a	Guru Pembina	Guru Bidang	Biologi
4	Dra. ADJ Budiwati	131634582	IV/a	Guru Pembina	Guru Bidang	BK
5	Drs. Rociwanto	131856986	IV/a	Guru Pembina	Guru Bidang	PPKn/VT.Negara
6	Harsono, BA	130684002	III/d	Guru Dewasa TK.1	Guru Bidang	Fisika
7	Drs. Syuhada' Nursodiq	131411992	III/d	Guru Dewasa TK.1	Guru Bidang	Pend.Ag. Islam
8	Dra. Titik Prihatin	131901641	III/d	Guru Dewasa TK.1	Guru Bidang	BK
9	Dra. Siti Munawaroh	131765012	III/c	Guru Dewasa	Guru Bidang	Bhs Indonesia
10	Agus Purnomo, SPd	131668288	III/c	Guru Dewasa	Guru Bidang	Sosiologi
11	Drs. Eko Nurhadi	132046344	III/c	Guru Dewasa	Guru Bidang	P.Seni/Penjaskes
12	Drs. Achmad Sunari	131763795	III/c	Guru Dewasa	Guru Bidang	Fisika
13	Dra. Sri Hartati	132091296	III/b	Guru Madya TK.1	Guru Bidang	Bhs Indonesia
14	Drs. Mashudi	132099661	III/b	Guru Madya TK.1	Guru Bidang	Bhs.Ind/Sejarah
15	Hadi Purnomo	131793386	III/b	Guru Madya TK.1	Guru Bidang	Bhs. Inggris
16	Drs. Joko Setioso	132106554	III/b	Guru Madya TK.1	Guru Bidang	Pend.Ag. Hindu
17	Drs. Komsadi	131590686	III/b	Guru Madya TK.1	Guru Bidang	Matematika
18	Drs. Mohamad Toha	131972158	III/d	Guru Dewasa TK.1	Guru Bidang	PPKn/Antropologi
19	Drs. Slamet Riyadi	132147443	III/b	Guru Madya TK.1	Guru Bidang	Matematika
20	Drs. Suyanto	132125933	III/b	Guru Madya TK.1	Guru Bidang	Ekonomi
21	Girinanto, SPd	132873946	III/b	Guru Madya TK.1	Guru Bidang	Kimia
22	Rutiani, SPd	132072107	III/b	Guru Madya TK.1	Guru Bidang	Kimia
23	Dra. Anik Sunarni	132144383	III/b	Guru Madya TK.1	Guru Bidang	Geografi
24	Drs. Supriyanto	132048220	III/b	Guru Madya TK.1	Guru Bidang	Ekonomi
25	Warsono, SPd	132171126	III/b	Guru Madya TK.1	Guru Bidang	Bhs. Inggris
26	Kasmuri, SPd	GTT	-	-	Guru Bidang	Matematika
27	Drs. Mahmudi	GTT	-	-	Guru Bidang	Sejarah
28	Dra. Tyas Sisworini	GTT	-	-	Guru Bidang	Ekonomi
29	Ahmad Faizin, SPd	GTT	-	-	Guru Bidang	Penjaskes
30	Martin, SPd	GTT	-	-	Guru Bidang	Biologi
31	Sujito, SPd	GTT	-	-	Guru Bidang	Mat/Fisika
32	Samsul Hadi, Amd	GTT	-	-	Guru Bidang	Bhs Inggris
33	Sedijadji	GTT	-	-	Guru Bidang	Pend.Ag.Kristen
34	Sugito	GTT	-	-	Guru Bidang	Pend.Ag.Budha
35	Nanang Harsono	GTT	-	-	Guru Bidang	Pend. Sejarah
36	Lina Kusumawati	GTT	-	-	Guru Bidang	Pend. Fisika

DAFTAR NILAI SMU NEGERI 1 GAMBIRAN
TAHUN PELAJARAN 2002 / 2003
Digital Repository Universitas Jember

Kelas : II.4
Mata Pelajaran :
Program :

Jumlah Jam Tatap Muka : Jam/Minggu
Semester :
Wali Kelas : Dra. Sri Hartati

Nomor Urut	Induk	Nama	Nilai Tugas (T)						Nilai Ul. Harian (NH)					Nilai Ul. Um (NU)	NH + 2NU / 3 (Nil.Pec)	Nil. Rapor (NR) (Nil. Bulat)
			T	T	T	T	T	T	Rata	UH	UH	UH	UH			
1	2	3	4	5	6	T	1	2	3	4	Nil	(NU)	3	(Nil. Bulat)		
1	1372	Yetty Poespitasari														
2	1411	Awig Prasetyanto														
3	1417	Cahaya Mita Sari														
4	1424	Dimas Sebastian A														
5	1426	Dony Supriyanto														
6	1428	Dwi Harum Patminingsih														
7	1431	Dyan Rindu Putri Sari														
8	1433	Ena Nur Khalig														
9	1441	Eni Zulaikah														
10	1459	Geger Setiawan														
11	1464	Hendra Gunawan														
12	1469	Herlina														
13	1473	Ika Hariyanti														
14	1476	Ima Nur Vidia														
15	1477	Imam Mas'ul Z														
16	1478	Intan Kurniasari														
17	1479	Islakhur Rodyah														
18	1480	Istigomah														
19	1492	Lilik Dwi Anggraini														
20	1496	Luluk Purwati														
21	1501	Meydi Permana														
22	1507	Murti Noviantari														
23	1513	Nita Retnowati														
24	1514	Nofri Meiriza Nanta														
25	1520	Nurhidayah														
26	1527	Retno Wulandari														
27	1529	Riko Tanjung														
28	1534	Rudi Dwi Garde														
29	1541	Siti Ngainurohmah														
30	1543	Soni Heri Pratama														
31	1544	Sri Indayani														
32	1545	Sri Lestari														
33	1548	Sudarmi														
34	1551	Sutrian Tri Lestari														
35	1552	Tamaji														
36	1557	Usman Wabdullah														
37	1560	Widodo														
38	1561	Wiwin Rianto														
39	1562	Wulan Oktaviani														
40	1566	Yeni Wulandari														
41	1569	Yudhi Irawan														
42	1575	Yuni Dwi Astutik														
43	1576	Yuyut Ika Indrawati														
44	1584	Devi Agus Setiawan														
45	1587	Evi Priliantini														
46	1592	Syaifudin														



TRA = 20
TRI = 26
MLAH = 46

Gambiran,
Guru Mata Pelajaran

DEPARTEMEN PENDIDIKAN NASIONAL
 UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

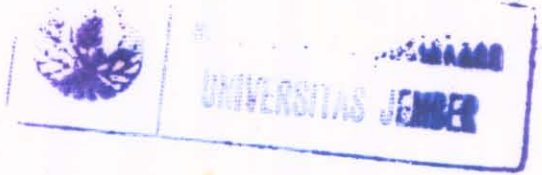
LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : LATIFAH AMBARWATI
 NIM/Angkatan : 970210401064
 Jurusan/Program Studi : PBS/ P.B. INGBRIS
 Judul Skripsi : A Study on the Use of Request as Related to the Theory of Speech Act of the Second Year Students of SMUN 1 Gambiran in the 2002/2003 Academic Year
 Pembimbing I : Dra. Wiwiek Istianah, MKes, MEd
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	29 - 5 - 2001	TITLE	<i>[Signature]</i>
2.	14 - 11 - 2001	BAB I, II, III, MATRIX	<i>[Signature]</i>
3.	6 - 12 - 2001	BAB I, II, III	<i>[Signature]</i>
4.	20 - 1 - 2002	BAB, I, II, III, INSTRUMENT	<i>[Signature]</i>
5.	3 - 2 - 2002	BAB I, II, III, INSTRUMENT	<i>[Signature]</i>
6.	7 - 4 - 2002	BAB I, II, III, MATRIX, INSTRUMENT	<i>[Signature]</i>
7.	19 - 5 - 2002	Pengajuan Seminar Proposal	<i>[Signature]</i>
8.	20 - 7 - 2002	Revisi Seminar Proposal	<i>[Signature]</i>
9.	3 - 9 - 2002	Hasil Penelitian	<i>[Signature]</i>
10.	7 - 9 - 2002	BAB IV	<i>[Signature]</i>
11.	30 - 9 - 2002	BAB IV, V	<i>[Signature]</i>
12.	15 - 10 - 2002	BAB I, II, III, IV, V	<i>[Signature]</i>
13.	22 - 10 - 2002	Pengajuan Ujian Skripsi	<i>[Signature]</i>
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : LADIFAH AMBARWATI
 NIM/Angkatan : 970210401064
 Jurusan/Program Studi : PBS / P.B. INGRIS
 Judul Skripsi : A Study on the Use of Request as Related to the Theory of Speech Act of the Second year students of SMUN 1 Gambiran in the 2002/2003 Academic Year
 Pembimbing I : Dra. Wiwiek Istianah, MKes, MEd
 Pembimbing II : Drs. Bambang Suharjito, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
	25 - 2 - 2002	BAB I, II, III, MATRIX	
	10 - 3 - 2002	BAB I, II, III, INSTRUMENT	
	1 - 4 - 2002	BAB I, II, III	
	5 - 5 - 2002	INSTRUMENT, MATRIX, I, II, III	
	9 - 6 - 2002	Pengajuan Seminar Proposal	
	20 - 7 - 2002	Revisi Seminar Proposal	
	4 - 9 - 2002	Hasil Penelitian	
	16 - 9 - 2002	BAB IV	
	2 - 10 - 2002	BAB, I, II, III, IV, V	
	15 - 10 - 2002	Pengajuan Ujian Skripsi	

- REKAM : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi