

APPENDICES

Appendix 1. Translitory

No.	Chapter	Page	Surah	Translation
1	1	1	Ar-Rahman 55 : 1-4	<ol style="list-style-type: none">1. (God) the Most Gracious,2. Who have taught the Quran.3. He created humans.4. Teaching is good at speaking.

Appendix 2. Documentation Pictures

There are some documentary photos taken by the researcher while doing classroom observations while the learning process is taking place.













Appendix 3. Topics of Sociolinguistics course

Topics	Objectives
<p>1. Introduction to Sociolinguistics</p> <p>2. The Role of Sociolinguistics in Language Teaching</p> <p>(1)</p>	<p>By the end of the meeting, students understand the basic concept of sociolinguistics and students can explain the role of sociolinguistics in language teaching</p>
<p>3. Dialects, idiolects, and varieties: Regional and social dialect, regional variation, and social variation.</p> <p>(2)</p>	<p>Students can describe dialects, idiolects, and varieties, and students can distinguish regional and social dialects, regional variation, and social variation.</p>
<p>4. Language maintenance and shift:</p> <ul style="list-style-type: none"> • Language shift in different communities • Language death and language loss • Factors contributing to language shift • Maintening/reviving language <p>(3)</p>	<p>Students can describe, explore, and analyze the examples from the surrounding society related with language maintenance and shift.</p>
<p>5. Language varieteies and vernacular nations:</p> <ul style="list-style-type: none"> • Vernacular languages • Standard language • Lingua francas • Pidgin, creoles, and jargon <p>(4)</p>	<p>Students can describe, explore, and analyze language varieties and vernacular nations which is occured in society.</p>
<p>6. Language choice in multilingual communities:</p>	<p>Students can describe, explore, and analyze language choice in multilingual</p>

<ul style="list-style-type: none"> • Diglossia • Polyglossia • Bilingualism and multilingualism • Code switching/mixing <p>(5)</p>	communities which is occurred in society.
<p>7. Language and sex: Woman's and man's language, interaction, and sexist language .</p> <p>(6)</p>	Students can explain and present a study case in groups related with language and sex.
8. MID TERM TEST	
<p>9. Discuss the result of mid term test.</p>	Students can correct their work and get the correct answer.
<p>10. Style, context, and register</p> <p>(7)</p>	Students can explain and present a study case in groups about style, context, and register.
<p>11. language and change, language and culture.</p> <p>(8)</p>	Students can explain and present a study case in groups related with language change and language and culture
<p>12. introduction to sociolinguistics in ESL/EFL teaching.</p> <p>(9)</p>	Students can describe, explore, and apply sociolinguistics in ESL/EFL teaching.
<p>13. Relationship between sociolinguistics and ESL/EFL teaching.</p> <p>(10)</p>	Students can describe and explore the relationship between sociolinguistics and ESL/EFL teaching.
14. FINAL TEST	

GROUP 1-6 : a group/ meeting. (16, 23 feb; 2,9,16, 23 mar)

MID : 30 mar, 6, 13 apr

GROUP 7-10: 2 groups/ meeting. (20, 27 april)

FINAL : 4, 11, 18 mei

Appendix 4. List of names of students taught

Sociolinguistics A

No	NIM	Nama
1	1601240713	HALIZA
2	1601240719	MAULIDA AWALIAH
3	1601240723	MAYSARAH ISMAWATI
4	1601240724	MELDA
5	1601240741	OKTA ARLIANA SANTI
6	1601240744	RICA PURNAMA HASANAH
7	1601240747	RISKA YUNI MERDINA
8	1601240749	SITI AISYAH
9	1601240750	SITI KARIMAH
10	1601240760	AHMADI
11	1601240777	MUHAMMAD SUAIDI
12	1601240782	RIZKY RACHMAN
13	1601241744	AMALIYA SEPTIANI
14	1601241750	DEA ANANDA
15	1601241751	DEWI
16	1601241766	LEVIA DEVINIANTI
17	1601241771	MELATI
18	1601241776	NOORHALIMAH
19	1601241778	NOVITA SARI ANDRIANI
20	1601241783	NURIVA RAHMATILAH
21	1601241793	RIF`AATUNNISA
22	1601241794	RINI EKAWATI
23	1601241798	SITI FATIMAH
24	1601241802	SITI NURHASANAH MELINDA
25	1601241813	ARIEF GINANZAR MAULANA

26	1601241814	DANDI
27	1601241820	HABIB BINTANG NUR KARIM
28	1501241554	ALFIAN HIDAYAT

Sociolinguistics B

No	NIM	Nama
1	1601240693	ANA HAIRUNISA
2	1601240699	AYU NOOR REZKI HIDAYAH
3	1601240701	DANA FUADAH
4	1601240705	FARIDATUL JANAH
5	1601240709	FIRNANDA ARIYANTI
6	1601240712	HALIDAH
7	1601240716	IMRAATUN NOFI AH
8	1601240718	MAULIA NUR AGUSTIN
9	1601240729	MUTMAINNAH
10	1601240730	NADA AFIFI
11	1601240738	NUR HASANAH
12	1601240746	RISA UMAMI
13	1601240753	SYALIA URFIE ISLAMI
14	1601240757	ABDUL NIZHAM CHAELANI
15	1601240758	ADITYA PRAWIRA
16	1601240759	AHMAD KHAIRUL WAHID
17	1601240761	AKHMAD FITRIANDY
18	1601241748	AREMAYANTI DWI CAHYO SARWONO
19	1601241749	ARNABAYAH
20	1601241754	ERFINA PUTRANTI
21	1601241756	EVA NUR VITRIANA
22	1601241758	FEBRY HENDRYANI
23	1601241763	KURATA AINIAH

24	1601241769	MARFUAH
25	1601241777	NORJANNAH
26	1601241789	RATIH SUCI SYAHIDAH
27	1601241792	RIDA
28	1601241804	SRI MEGAWATI
29	1601241809	ABDUL LATIF IHSAN
30	1601241819	FITRA ALKHAFIZI

Sociolinguistics C

No	NIM	Nama
1	1601240694	ANIDA RAHMAH
2	1601240704	FADLIATUL JUHDIAH
3	1601240706	FEBRINA SASKIA PUTRI
4	1601240714	HILNA MILDAH
5	1601240720	MAULIDA RAHMAH
6	1601240727	MISYYATUL HASNA
7	1601240734	NINING SELAWATI
8	1601240751	SITI NURHALIZA ARSYAD
9	1601240752	SOFIA DHARMAYANTI
10	1601240756	YUNITA SARI
11	1601240765	HASBULLAH TSALITS MURSYID
12	1601241745	AMIRA ALMA DANO
13	1601241746	ANNISA KHAIRIR RIZKI
14	1601241753	ELIS NURFITRIANI
15	1601241764	LAILY INDRIANI MAULIDA
16	1601241765	LEILYA SARI YUSTIKA
17	1601241784	NURLAILA ENDAH SUSANTI
18	1601241788	RAIFA NURAZIZA MUSTAQIMAH
19	1601241790	RIANA PUTRI

20 1601241797 SITI AULIA MARDHATILLAH
21 1601241803 SOFYA RUF AidHA
22 1601241807 ZAINUN NISA
23 1601241808 ABDUL HAIR
24 1601241810 ABDUL ROSYID
25 1601241815 DENI ANSYARI
26 1601241817 FAQIH IJTIHADI RAHMAN
27 1601241832 MUHAMMAD HASAN
28 1601241834 MUHAZIR
29 1601242355 SOPHIA RAJABIANTI

Appendix 5. The operationalization of J.L. Austin and J.L. Searle's Theory that used by English lecturer during teaching and learning process in five meetings

a. Meeting 1 in PBI C 2016

The observation was conducted by the researcher on March 2, 2019. The researcher found 30 utterances which contain speech act. The researcher presents the detail information bellow:

Day : Saturday, 2 March 2019

Time : 09.00-10.30 WITA

Lecturer : Eka Puteri Elyani, M.Pd

Place : TBI's Local 1.24

Locutionary Acts (Austin's Theory)

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

Illocutionary Acts

Austin's Theory: Declaration

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

Locutionary Acts (Austin's Theory)

S2 : I'm fine, too.

Illocutionary Acts

Austin's Theory: Declaration

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Searle's Theory: Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material.

Locutionary Acts (Austin's Theory)

S3 : We will continue to the group presentation

Illocutionary Acts

Austin's Theory: Imperative

The lecturer signaled to the group that would advance to present the paper to prepare to come to the front of the class.

Searle's Theory: Commisives

The lecturer and students approve and invite the advanced group presentations to prepare themselves and the presentation material to be delivered carefully.

Perlocutionary Acts: TD

The group presentation that will advance present their paper in front of the class is asked by the lecturer to start the material explanation and welcome the lecturer to lead the class.

Locutionary Acts (Austin's Theory)

S4 : The paper it means there are 10, right?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer asked again about the number of papers collected by students.

Searle's Theory: Directives

The lecturer wants to reinforce his opinion about the total amount of all papers collected by each group. Therefore, she asked the students about it.

Perlocutionary Acts: TF

Students are able to capture and respond to things that are asked by the lecturer well and quickly. Therefore, the interaction process can run well between the speaker and the partner.

Locutionary Acts (Austin's Theory)

S5 : Where is Hasbullah?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer forgot the form of his pupil's face named Hasbullah. Therefore, she is looking for all the students to find the student who he wanted.

Searle's Theory: Directives

The lecturer tries to find a student he is looking for by calling his name to all students while looking at all the students one by one.

Perlocutionary Acts: TD

The student named Hasbullah smiled while raising his hand and several students while pointing to Hasbullah while telling the lecturer that the student she was looking for were among the other students in the class.

Locutionary Acts (Austin's Theory)

S6 : Who belongs to Hasbullah's group?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer tries to remember who belongs to Hasbullah's group by asking the other students or Hasbullah himself and then records it again. Therefore, that this does not happen again later.

Searle's Theory: Directives

The lecturer again asked what he did not remember, namely the Hasbullah group, by asking students who belonged to Hasbullah's group.

Perlocutionary Acts: TF

The students in one group with Hasbullah answered questions from the Lecturer while raising their hands. Therefore, that the lecturer knew who was a group with Hasbullah.

Locutionary Acts (Austin's Theory)

S7 : If I'm not mistake, today all have to gather, right?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer forgets a bit about the time the deadline assignment was given. to recall her memory of the task, the lecturer asked the student again about the time of collecting the task in the hope that the student still remembered the assignment and responded to the lecturer's question.

Searle's Theory: Directives

The lecturer wants to reinforce her opinion or remember her words regarding the deadline for collecting the tasks previously given by asking the students about this matter again.

Perlocutionary Acts: TD

The students only nodded at the Lecturer' questions and before a few moments later some of them collected their paper assignments each group followed the lecturer's statement asking about the assignment. Therefore, the lecturer felt that her speech was not wrong because no students tried to argue.

Locutionary Acts (Austin's Theory)

S8 : Some two person text me

Illocutionary Acts

Austin's Theory: Declarative

The lecturer stated something and wanted to tell all the students about the things that were conveyed by two students whose text they wanted to ask for permission related to the next learning to be released because there was a *Haulan Abah Guru Sekumpul* event and two people became committee members. Then, the lecturer wants to discuss the matter to her students.

Searle's Theory: Representatives

The lecturer stated and informed all her students about the message she received from two of her students to discuss together.

Perlocutionary Acts: TD

The lecturer wants to discuss together about the message she received from her two students to discuss the next meeting whether to go on holiday or stay in. Only then did the lecturer decides and be approved by all the students

Locutionary Acts (Austin's Theory)

S9 : We won't have any class next week

Illocutionary Acts

Austin's Theory: Declarative

The lecturer told all the students that the next meeting was closed because there was a *Haulan* event. The lecturer hopes that all students can approve the lecturer statement.

Searle's Theory: Declarations

The lecturer announced that the learning of next meeting is no class because there was a *Haulan* event. All the students in the class agree with the statement from the lecturer.

Perlocutionary Acts: TK

The lecturer besides announcing the notice, she also discussed the remaining schedule with students so as not to clash with the fasting month. The lecturer also wants her students to better prepare more material for groups who have not advanced their presentations during the given holiday.

Locutionary Acts (Austin's Theory)

S10 : I probably 75% on April 13 that I will go to like that, I can't enter the classroom. So, maybe the class will be off on that date.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer was confused and a little reluctant to convey to her students that she might not be able to attend class on April 13. The lecturer wants to discuss the schedule again if this happens.

Searle's Theory: Declarations

The lecturer announced to her students that she might not be able to attend the class on April 13 because a training. Therefore, that the lecturer hoped the students could understand about her situation.

Perlocutionary Acts: TK

If the schedule is to be disbursed on that date, the lecturer must arrange another time with the student, but if learning continues on that date the schedule will be completed according to the target set at the beginning of the lecture.

Locutionary Acts (Austin's Theory)

S11 : I know you really because I have been in the position of you all

Illocutionary Acts

Austin's Theory: Declarative

The lecturer knows that students will be happy when they hear the lecture on vacation because she also once was a student just like the students she taught.

Searle's Theory: Representatives

The lecturer understands the feeling students will be happy when they hear the lecturer statements about the next meeting that is closed.

Perlocutionary Acts: TK

The students will be very happy when they hear the statement from the lecturer and the lecturer understands the response of the student because she has also been in the same position as her students.

Locutionary Acts (Austin's Theory)

S12 : Distinguish (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer advices and gave an example of the pronunciation of the word "Distinguish" which was wrongly said by the student who appeared in front of the class.

Searle's Theory: Directives

The lecturer immediately reprimanded when she heard the student mispronounced the word "*Distinguish*" by saying the correct pronunciation when the presentation appears in front of the class.

Perlocutionary Acts: TK

The lecturer corrects and exemplifies the pronunciation of her student who is wrong with the aim that the student knows her mistakes and repeats the wrong word correctly as exemplified by the lecturer.

Locutionary Acts (Austin's Theory)

S13 : Hollmes (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer advises and gave an example of the pronunciation of name of the expert called "*Hollmes*" which was wrongly said by the student who appeared in front of the class.

Searle's Theory: Directives

The lecturer immediately reprimanded when she heard the student mispronounced the name of the expert called "*Hollmes*" by saying the correct pronunciation when the presentation appears in front of the class.

Perlocutionary Acts: TK

The lecturer corrects and exemplifies the pronunciation of her student who is wrong with the aim that the student knows her mistakes and repeats the wrong word correctly as exemplified by the lecturer.

Locutionary Acts (Austin's Theory)

S14 : So, from group one, I'm really surprised to know that the group especially Deni

Illocutionary Acts

Austin's Theory: Declarative

The lecturer was happy and very much appreciated Deni because he deeply understood the discussion of the material he explained and also always quoted the opinions of experts in journals or articles when forwarding presentations or when explaining something to other students. This means that Deni is a person who is diligent in reading. So, that makes him understand a material quite well.

Searle's Theory: Expressives

The lecturer praised one of the students because every explanation or rebuttal that he said was not just as long as he spoke but in accordance with the opinions of experts in the articles or journals he read first. Deni also received praise and applause from the lecturer and all students.

Perlocutionary Acts: TP

The lecturer told all her students to imitate Deni's attitude who always diligently read and find out in advance the material to be delivered and also to always quote the opinions of experts in journals or articles when forwarding presentations or when explaining something.

Locutionary Acts (Austin's Theory)

S15 : He always says based on what he reads in this and that article or journal. That's a good point.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer praised and was very happy for what was done by one of her students, he is Deni.

Searle's Theory: Expressives

The lecturer was amazed by what Deni did and told the other students that they should be critical and diligent like as Deni.

Perlocutionary Acts: TP

The lecturer wants the other students not to be discouraged and imitate what Deni did.

Locutionary Acts (Austin's Theory)

S16 : So, you are a teacher to be. So, if you say something you should be on the evidence.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer explained that it was not arbitrary to say something in explaining something during learning.

Searle's Theory: Directives

The lecturer advises her students that a lecturer is more careful in giving each explanation or comment and accompanied by strong evidence.

Perlocutionary Acts: TK & TD

All students must say and be kind and right when explaining things and must be accompanied by strong evidence support from experts to be accountable.

Locutionary Acts (Austin's Theory)

S17 : We can't argue Deni's statement because he speaks based on the journal. The journal is more up-to-date than books.

Illocutionary Acts

Austin's Theory: Declarative

Any opinions that are sourced or based on references from journals or articles or in the opinion of experts are very difficult to be denied by anyone

Searle's Theory: Directives

Deni's opinion is very strong because it is supported by references from journals or articles that he reads.

Perlocutionary Acts: TK

The lecturer hopes that every student must read and include expert opinions to support the opinions they conveyed so that they are not easily denied by others.

Locutionary Acts (Austin's Theory)

S18 : We are as a new teacher.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer describes to her students that the lecturer is a very extraordinary figure and as a prospective lecturer, they must be proud of that very noble and extraordinary profession.

Searle's Theory: Representatives

Reminding and awakening the students that they are a prospective lecturer who must be prepared to face the real school environment and society.

Perlocutionary Acts: TK & TP

The lecturer invites all of her students to continue their enthusiasm in learning during the process of becoming a lecturer so that later, they will become a professional lecturer with successfully.

Locutionary Acts (Austin's Theory)

S19 : Don't let the students who are blending with the teacher but the teacher should blending with the students. So, you are as a teacher everything should be. So, you are as a teacher must have warehouse strategies. How do you students interest it.

Illocutionary Acts

Austin's Theory: Imperative

A lecturer must be smart and observant in reading and managing all students and classes in various situations and conditions.

Searle's Theory: Representatives

The lecturer who must be able to organize their students in various situations and conditions are not the students who govern the lecturer.

Perlocutionary Acts: TK & TD

The lecturer must have many skills, skills, authorities, strategies and methods that are also fun to be able to organize students in the various situations they face when in the class and understood the students well.

Locutionary Acts (Austin's Theory)

S20 : Mr. Edward' seminar at that time was not important to use the correct grammar, right? The important thing is you can use the language.

Illocutionary Acts

Austin's Theory: Interrogative

Don't be shy about speaking English with other people

Searle's Theory: Directives

Don't think too much about grammar when we speak English. Don't be afraid if you make mistakes in pronunciation or anything.

Perlocutionary Acts: TK & TD

Learn to use language as often as possible without having to think about mistakes and fears to become accustomed later.

Locutionary Acts (Austin's Theory)

S21 : CLT is Communicative Language Teaching, isn't it?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer tested her students whether they still remembered the material they had learned before by asking for the extension of CLT.

Searle's Theory: Directives

The lecturer strengthened her memory of the extension of CLT by asking her students.

Perlocutionary Acts: TK & TD

Some students answered the questions asked by their Lecturer correctly.

Locutionary Acts (Austin's Theory)

S22 : Ali really good hard skill. I mean his self-confidence is ok. And then, the way he speaks is ok, too.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer praised and expressed her opinion to the students towards the figure of Ali who was the guest speaker at the seminar he had attended earlier. But not all students knew about the figure because only a few students were present at the seminar.

Searle's Theory: Expressives

The lecturer gave a good assessment and was amazed by a figure Ali who was very good at his appearance and manner of speaking at the seminar.

Perlocutionary Acts: TP

Students are only partially nodded and some are silent. The lecturer hopes the students will agree with her opinion.

Locutionary Acts (Austin's Theory)

S23 : But he is little bit a less politeness. He is not really surprise with Ali's ability. But I think he is so bored.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer was a little disappointed with Ali because in her opinion Ali was acting a little bit a less politeness towards a time during the seminar. The lecturer also tried to lure her students to learn how to express opinions on the statements conveyed by the lecturer.

Searle's Theory: Expressives

The lecturer was a little disappointed to complain about Ali's attitude at the seminar to her students.

Perlocutionary Acts: TF

Students just shut up and smile while listening to the lecturer' words and some of them answered agreeing with the opinion of the lecturer.

Locutionary Acts (Austin's Theory)

S24 : The English people culture is straight to the point not like Indonesian people.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer compared the situation between English people and Indonesian people when they are speak.

Searle's Theory: Representatives

The lecturer conveyed the fact about the habits of the English people when they talking, they usually speak straight to the point of the conversation in contrast with Indonesian people who usually beat around when they are talking.

Perlocutionary Acts: TK

The students listen carefully, which means they agree and justify the statements made by their lecturer.

Locutionary Acts (Austin's Theory)

S25 : You should involve yourself.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer challenges and motivates her students not to give up easily in developing their abilities, especially in learning English in accordance with the majors that they are taking at this time.

Searle's Theory: Directives

The lecturer advises her students to continue to develop their potential and abilities in learning English.

Perlocutionary Acts: TD & TE

After listening to the words of the lecturer, students' self-confidence began to increase and they felt challenged to be even more enthusiastic in improving their abilities and they hoped that they could develop themselves better according to the words of their lecturer.

Locutionary Acts (Austin's Theory)

S26 : You know Tegal?

Banyumas accent is the same with Tegal. If they speak with another person outside Tegal but if they meet same people from Tegal.. Woww... Inyong-inyong like that.

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer tells the students that between one region with another has different language, dialect and accent. So, people from the same area will understand and easily use the language in their area while people from two

different regions cannot use their own language because they do not understand other language except their own regional language.

Searle's Theory: Directives & Representatives

The lecturer explained that people who came from the same area would understand easily when talking to each other using their own local languages while people who came from different regions, they could not use their local languages when speaking because they would have difficulties follow other regional languages. So, they need a united language to make it easier for them to communicate with each other.

Perlocutionary Acts: TK

Students understand the explanations presented by the lecturer well.

Locutionary Acts (Austin's Theory)

S27 : Ok. That's all for today.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer has finished teaching the material perfectly to her students.

Searle's Theory: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

Perlocutionary Acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

Locutionary Acts (Austin's Theory)

S28 : Thank you.

Illocutionary Acts

Austin's Theory: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Searle's Theory: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

Perlocutionary Acts: TD & TF

The lecturer will immediately ask to leave the class.

Locutionary Acts (Austin's Theory)

S29 : See you next two weeks, yaa!

Illocutionary Acts

Austin's Theory: Declarative

The lecturer and the students agreed to meet again at the next meeting.

Searle's Theory: Commisives

This utility can be categorized as promising. The lecturer said "*See you next two weeks, yaa!*" so the lecturer promised to students that they would meet again on next meeting.

Perlocutionary Acts: TK & TD

The students answer respectfully and happily and agrees to the lecturer's words to meet again on next meeting.

Locutionary Acts (Austin's Theory)

S30 : Assamu'alaikum Wr. Wb.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

b. Meeting 2 in PBI C 2016

The observation was conducted by the researcher on March 2, 2019. The researcher found 15 utterances which contain speech act. The researcher presents the detail information bellow:

Day : Saturday, 2 March 2019

Time : 10.30-12.30 WITA

Lecturer : Eka Puteri Elyani, M.Pd

Place : TBI's Local 1.24

Locutionary Acts (Austin's Theory)

S1 : Assamu'alaikum Wr. Wb.

Good morning? How are you today?

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

Locutionary Acts (Austin's Theory)

S2 : I'm fine, too.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Searle's Theory: Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material

Locutionary Acts (Austin's Theory)

S3 : Your name? Name.. Name..?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer reminds the student to say her names first before asking a question.

Searle's Theory: Directives

The lecturer mentions the word "your name" to reprimand the student who forgot to mention her names when she wanted to ask something.

Perlocutionary Acts: TD & TE

The student realizes her mistakes and apologizes and immediately mentions her names. After that, she repeated the question one more again.

Locutionary Acts (Austin's Theory)

S4 : The smaller part is dialect. The bigger part is variation. So, Dialect is smaller part of variation.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer tells and explains the material that is still difficult for students to understand with a very simple explanation or method.

Searle's Theory: Representatives

The lecturer explains the material to the students with very simple explanations. So, the students can understand it quickly and do not misunderstand the material.

Perlocutionary Acts: TK

The students are no longer mistaken about the confusing material because the lecturer was explained with explanations that are very easy to understand.

Locutionary Acts (Austin's Theory)

S5 : Do you understand dialects, idiolects, and variations?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer asked for a response from the students about the material that she explained whether she could understand or not.

Searle's Theory: Directives

The lecturer asked whether the students had understood all the material explained by the lecturer or there were still some unclear so that the lecturer could explain it again if there was an explanation that still confused the students.

Perlocutionary Acts: TD & TE

The students respond to lecturer' questions well, which means they are understood the explanations delivered by the lecturer.

Locutionary Acts (Austin's Theory)

S6 : The role of sociolinguistics in language teaching. How we as a teacher to teach Language in School like that.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer assured her students that learning sociolinguistics is very helpful in language learning especially for prospective Lecturer in the face of various kinds of conditions in the class.

Searle's Theory: Directives

The lecturer explained the importance of the role of sociolinguistics in language learning, for example in school. By learning sociolinguistics, the lecturer or lecturer can adjust the state of their students when in class with suitable strategies to be carried out during the learning process in order to run successfully.

Perlocutionary Acts: TE & TF

The students are aware of the importance of learning sociolinguistics to be applied when teaching language later.

Locutionary Acts (Austin's Theory)

S7 : We are as a teacher to be excited to speak English. You as a teacher feed the students not students feed you.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer advises the students to continue to seek knowledge and learn more so that later they can teach their students well. This can be seen from the phrase "*a lecturer feeds the students not the students feeds the lecturer*" meaning that this does not happen, the lecturer must have a lot of knowledge and useful capital.

Searle's Theory: Directives

The lecturer advises that when the student becomes a lecturer later, they must really teach something to their students. Do not let students manage the lecturer.

Perlocutionary Acts: TK & TE

The students listen to the lecturer's advice attentively and hope they can apply the advice of their lecturer.

Locutionary Acts (Austin's Theory)

S8 : Everybody is smart but on their way.

Illocutionary Acts

Austin's Theory: Declarative

Don't easily call or judge someone stupid because of their ability to understand something or memory and how they think are not the same as people in general. Because no one likes a call like that. It is just that laziness continues to test everyone.

Searle's Theory: Directives

The lecturer explained there is no one who wants to be stupid. They learn something in their own way and they become smart in their own way, too.

Perlocutionary Acts: TK

The students are indoctrinated so as not to judge and look down on anyone according to the lecturer's words. The students will focus on themselves in improving their abilities.

Locutionary Acts (Austin's Theory)

S9 : Learning by doing.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer put a message on the sentence "*Learning by doing*" which is that we learn by doing not just limited to wishes and hopes but there must be something done.

Searle's Theory: Directives

The lecturer advises the students if they want to learn something then they have to really do it so that they really want it to be achieved.

Perlocutionary Acts: TK & TE

The students become more motivated in learning and studying

Locutionary Acts (Austin's Theory)

S10 : Ok. Any question? No question?

Illocutionary Acts

Austin's Theory: Interrogative

Explanation of material from the lecturer has been completed. Then, the lecturer tries to ask the students again whether there is still something students are still confused about the material they are learning.

Searle's Theory: Directives

The lecturer invites the students to ask something if there are still unclear things from the material explained by the lecturer.

Perlocutionary Acts: TK

The students are only silent that they have received and understood the material delivered by the lecturer.

Locutionary Acts (Austin's Theory)

S11 : Is there Alfian?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer looked for a student named Alfian because she did not know him and Alfian also often did not attend the class. For this reason, the lecturer asks the other students whether anyone know the information about Alfian.

Searle's Theory: Directives

The lecturer is attending all her students and asking other students about Alfian.

Perlocutionary Acts: TD

Students shook their heads and answered that they didn't know anything about Alfian. They also said that Alfian was not from their class.

Locutionary Acts (Austin's Theory)

S12 : Ok. That's all for today

Illocutionary Acts

Austin's Theory: Imperative

The lecturer has finished teaching the material perfectly to her students.

Searle's Theory: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

Perlocutionary Acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

Locutionary Acts (Austin's Theory)

S13 : Thank you.

Illocutionary Acts

Austin's Theory: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Searle's Theory: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

Perlocutionary Acts: TD & TF

The lecturer will immediately ask to leave the class.

Locutionary Acts (Austin's Theory)

S14 : See you next two weeks, yaa!

Illocutionary Acts

Austin's Theory: Declarative

The lecturer and the students agreed to meet again at the next meeting.

Searle's Theory: Commisives

This utility can be categorized as promising. The lecturer said "*See you next two weeks, yaa!*" so the lecturer promised to students that they would meet again on next meeting.

Perlocutionary Acts: TK & TD

The students answer respectfully and happily and agrees to the lecturer's words to meet again on next meeting.

Locutionary Acts (Austin's Theory)

S15 : Assamu'alaikum Wr. Wb.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

c. Meeting 3 in PBI B 2016

The observation was conducted by the researcher on March 2 2019. The researcher found 16 utterances which contain speech act. The researcher presents the detail information bellow:

Day : Saturday, 2 March 2019

Time : 12.30-14.30 WITA

Lecturer : Eka Puteri Elyani, M.Pd

Place : TBI's Local 1.24

Locutionary Acts (Austin's Theory)

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

Locutionary Acts (Austin's Theory)

S2 : *I'm fine, too.*

Illocutionary Acts

Austin's Theory: Declarative

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Searle's Theory: Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material.

Locutionary Acts (Austin's Theory)

S3 : Where is the paper?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer tells the students to collect their papers per group because that day is the last day of the paper collection according to the previously arranged appointment.

Searle's Theory: Directives

The lecturer asks students to quickly collect their paper per group at the lecturer desk.

Perlocutionary Acts: TD

The students also obey the instructions from the lecturer to collect together the paper they have made to the lecturer's table.

Locutionary Acts (Austin's Theory)

S4 : And every meeting I count twice, yaa.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer delivered and confirmed that students always attend the class because they would lose attendance for two meetings if they were not present in the class without reason being accepted.

Searle's Theory: Declarations

The lecturer conveys the rules he made to all students so that they pay attention and try to obey them well

Perlocutionary Acts: TK & TE

The students understand the rules. They also agree and hope that they can attend continuously during sociolinguistics course in accordance with what is desired by the lecturer.

Locutionary Acts (Austin's Theory)

S5 : Listen your friends! If you want to be listened. If you want to be respected, respect others.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer rebuked the students who were noisy and did not listen to the explanation of their friends who had advanced the presentation in front of the class. The lecturer wants all students to listen and pay attention to their friends who are explaining the material well and calmly.

Searle's Theory: Expressives

The lecturer scolded the other students because when their friends were presenting his paper, the other students were very noisy and did not listen to the

explanation of their friend who came forward in front of the class. The lecturer really didn't like that and immediately rebuke the noisy students.

Perlocutionary Acts: TK & TD

After listening to the lecturer's reprimand, all the students fell silent and immediately focused on listening to their friend explain. After the atmosphere calmed down, the presentation was resumed.

Locutionary Acts (Austin's Theory)

S6 : Am I make myself clear?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer asks students whether the explanation from the material delivered by the lecturer can be understood by the students well or not.

Searle's Theory: Directives

The lecturer asked the students if there were any questions or things that were still confusing them from the explanation given by the lecturer.

Perlocutionary Acts: TD

Some students nodded their head and some answered "*yes, ma'am*" as a sign that they could understand the Lecturer' explanation well.

Locutionary Acts (Austin's Theory)

S7 : Just say sorry. I'm sorry. I don't mean to interrupt you.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer advises the students to be more careful in speaking especially with foreign people because their culture and way of speaking are different from ours. If you make a mistake that is not intentional, we must immediately apologize.

Searle's Theory: Representatives

The lecturer explains to the students when wrong or offensive in speaking to foreign learners even though we don't mean that, then we just need to say sorry and not intend to interrupt him or her. So, he or her will not be offended.

Perlocutionary Acts: TK

The students listen attentively to the lecturer's explanation because the thing that is conveyed by this lecturer is capital for students if they talk or struggle with foreign people so that they will not be shocked or lack information about the situation.

Locutionary Acts (Austin's Theory)

S8 : They speak straight to the point. Foreign learners do not like small talk.

Illocutionary Acts

Austin's Theory: Declarative

The message obtained from the Lecturer' explanation is the thing that needs to be known when speaking or dealing with foreign learners is that they prefer to speak directly to the core of the conversation rather than having to talk at length.

Searle's Theory: Representatives

The lecturer conveyed the fact about the habits of the English people when they talking, they usually speak straight to the point of the conversation.

Perlocutionary Acts: TK

The students listen carefully, which means they agree and justify the statements made by their lecturer.

Locutionary Acts (Austin's Theory)

S9 : Javanese language is really different with Banjarese language and literally different also with Sumatran language.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer explained that each region has a distinctive language in their respective regions which is different from other regions and in Indonesia has many regions that have a variety of different languages. The lecturer invites students to respect those differences with unity.

Searle's Theory: Representatives

The lecturer implies in his explanation that each region has a different language than the other regions

Perlocutionary Acts: TK

The students are aware of the importance of unity in the midst of differences.

Locutionary Acts (Austin's Theory)

S10 : Ok. So, this is understand, yaa?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer asks students whether the explanation from the material delivered by the lecturer can be understood by the students well or not.

Searle's Theory: Directives

The lecturer asked the students if there were understood the material well or they have still some questions or things that were still confusing them from the explanation given by the lecturer.

Perlocutionary Acts: TD

Some students nodded their head and some answered "*yes, ma'am*" as a sign that they could understand the Lecturer' explanation well.

Locutionary Acts (Austin's Theory)

S11 : Is there any more question?

Illocutionary Acts

Austin's Theory: Interrogative

Explanation of material from the lecturer has been completed. Then, the lecturer tries to ask the students again whether there is still something students are still confused about the material they are learning.

Searle's Theory: Directives

The lecturer invites the students to ask something if there are still unclear things from the material explained by the lecturer.

Perlocutionary Acts: TK

The students are only silent that they have received and understood the material delivered by the lecturer.

Locutionary Acts (Austin's Theory)

S12 : Alhamdulillah no.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer was very happy because there were no more questions asked by her students as the material delivered by the lecturer was well understood by the students.

Searle's Theory: Expressives

The lecturer expressed his speech as a form of gratitude to God because his students did not ask any more questions and they were already familiar with the material being studied.

Perlocutionary Acts: TD & TF

The students also say the same words as their lecturer say while smiling.

Locutionary Acts (Austin's Theory)

S13 : Today is offer. That's all for today.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer has finished teaching the material perfectly to her students.

Searle's Theory: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

Perlocutionary Acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

Locutionary Acts (Austin's Theory)

S14 : Thank you.

Illocutionary Acts

Austin's Theory: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Searle's Theory: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

Perlocutionary Acts: TD & TF

The lecturer will immediately ask to leave the class.

Locutionary Acts (Austin's Theory)

S15 : See you next two weeks, yaa! On March 30, 2019.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer and the students agreed to meet again at the next meeting.

Searle's Theory: Commisives

This utility can be categorized as promising. The lecturer said "*See you next two weeks, yaa!*" so the lecturer promised to students that they would meet again on next meeting.

Perlocutionary Acts: TK & TD

The students answer respectfully and happily and agrees to the lecturer's words to meet again on next meeting.

Locutionary Acts (Austin's Theory)

S16 : Ok, Thank you. Assamu'alaikum Wr. Wb.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

d. Meeting 4 in PBI A 2016

The observation was conducted by the researcher on March 23, 2019. The researcher found 19 utterances which contain speech act. The researcher presents the detail information bellow:

Day : Saturday, 23 March 2019

Time : 09.00-10.30 WITA

Lecturer : Eka Puteri Elyani, M.Pd

Place : TBI's Local 1.24

Locutionary Acts (Austin's Theory)

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

Locutionary Acts (Austin's Theory)

S2 : *I'm fine, too.*

Illocutionary Acts

Austin's Theory: Declarative

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Searle's Theory: Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material.

Locutionary Acts (Austin's Theory)

S3 : Question first, question for group 5.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer asks students to ask the groups who have finished presenting their papers because there is no student who raises their hand to ask questions. So, the lecturer returns the other students to ask questions.

Searle's Theory: Directives

The lecturer allows students to ask the group that presents the paper in front of the class.

Perlocutionary Acts: TD

Initially there were no students who raised their hands but after the direction from the lecturer, then some students finally raised their hands and asked their friends who had advanced the presentation.

Locutionary Acts (Austin's Theory)

S4 : Your name? Your name?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer reminds the student to say her names first before asking a question.

Searle's Theory: Directives

The lecturer mentions the word "*your name*" to reprimand the student who forgot to mention her names when she wanted to ask something.

Perlocutionary Acts: TD & TE

The student realizes her mistakes and apologizes and immediately mentions her names. After that, she repeated the question one more again.

Locutionary Acts (Austin's Theory)

S5 : Bored. Not boring.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the grammar that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct words to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her words.

Locutionary Acts (Austin's Theory)

S6 : Tell the name of your group first!

Illocutionary Acts

Austin's Theory: Imperative

The lecturer rebuked the student who wanted to ask a question to the presenter because she forgot to tell the group first.

Searle's Theory: Directives

The lecturer told the students who asked to tell about the group first.

Perlocutionary Acts: TD

The student stops the question that she wants to convey and then tell the name of her group and resumes the question that she wants to ask the presenter.

Locutionary Acts (Austin's Theory)

S7 : Considered. (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the pronunciation that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct pronunciation to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her pronunciation.

Locutionary Acts (Austin's Theory)

S8 : Certainly. (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the pronunciation that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct pronunciation to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her pronunciation.

Locutionary Acts (Austin's Theory)

S9 : High. (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the pronunciation that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct pronunciation to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her pronunciation.

Locutionary Acts (Austin's Theory)

S10 : Eight. (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the pronunciation that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct pronunciation to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her pronunciation.

Locutionary Acts (Austin's Theory)

S11 : Not will continue. But, the correct is will be continue.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the grammar that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct words to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her words.

Locutionary Acts (Austin's Theory)

S12 : Group 6 is it finish? How many more questions?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer thought all the questions were answered by group 6 but the students said there were still unanswered questions. Then, the lecturer wants to know the remaining number of questions from the group 6.

Searle's Theory: Directives

The lecturer asks the group 6 how many more questions are left that have not been answered.

Perlocutionary Acts: TD

Group 6 answers Lecturer's questions that there are still 2 more questions that they have not answered. Then the lecturer nodded and invited the group 6 to complete it.

Locutionary Acts (Austin's Theory)

S13 : Give applause to group 5 & 6.

Illocutionary Acts

Austin's Theory: Imperative

The lecturer praised the performances of groups 5 & 6 who presented their papers very well.

Searle's Theory: Expressives

The lecturer invites other students to give applause and praise to groups 5 & 6 who have presented and explained their material very well.

Perlocutionary Acts: TP

The students give lively applause to groups 5 & 6 at the request of the lecturer.

Locutionary Acts (Austin's Theory)

S14 : Who arrived late to the class?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer saw some of students who came late to the class and wanted to know who was late.

Searle's Theory: Directives

The lecturer asked all students who came late to the class.

Perlocutionary Acts: TD

Some students were too late to raise their hands and the lecturer signed their names and punished them with 1 meeting or 1 absence because they were more than 15 minutes late.

Locutionary Acts (Austin's Theory)

S15 : Who is not attended today?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer wanted to know the number of students present and who were not present at the meeting at that time.

Searle's Theory: Directives

The lecturer asked the students who were not present at the meeting at that time.

Perlocutionary Acts: TD

Some students answered completely and some students were silent. To ascertain this, the lecturer attends the students one by one.

Locutionary Acts (Austin's Theory)

S16 : Don't forget to study!

Illocutionary Acts

Austin's Theory: Imperative

The lecturer reminds the students to always study both at school and at home. So, that their knowledge increases and develops well.

Searle's Theory: Directives

The lecturer advises the students to continue learning and learning.

Perlocutionary Acts: TK & TD

The students nodded and said "yes ma'am" as a sign that they understood and obeyed the advice of the lecturer.

Locutionary Acts (Austin's Theory)

S17 : That's all for today.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer has finished teaching the material perfectly to her students.

Searle's Theory: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

Perlocutionary Acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

Locutionary Acts (Austin's Theory)

S18 : Thank you.

Illocutionary Acts

Austin's Theory: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Searle's Theory: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

Perlocutionary Acts: TD & TF

The lecturer will immediately ask to leave the class.

Locutionary Acts (Austin's Theory)

S19 : Assamu'alaikum Wr. Wb.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

e. Meeting 5 in PBI A 2016

The observation was conducted by the researcher on April 13, 2019. The researcher found 11 utterances which contain speech act. The researcher presents the detail information bellow:

Day : Saturday, 13 April 2019

Time : 13.00-14.30 WITA

Lecturer : Eka Puteri Elyani, M.Pd

Place : TBI's Local 2.24

Locutionary Acts (Austin's Theory)

S1 : *Assamu'alaikum Wr. Wb.*

Good afternoon? How are you today?

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to start the interaction in the lesson and greet the students with greetings at first. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm in the hope that the learning process will be pleasant if it starts with good and enthusiastic greetings from each student in the classroom.

Locutionary Acts (Austin's Theory)

S2 : I'm fine, too.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer conveyed her situations with a warm smile to the students while expressing gratitude to God for the pleasure she felt and hoping that the learning she taught at the time was going successfully.

Searle's Theory: Representatives

The lecturer wants students to know that they are in a healthy, good condition and ready to teach in class.

Perlocutionary Acts: TK

Students are happy to know the state of the lecturer is fine before she starts teaching a material.

Locutionary Acts (Austin's Theory)

S3 : Addressee. (Pronunciation)

Illocutionary Acts

Austin's Theory: Declarative

The lecturer rebuked and corrected the pronunciation that was wrongly spoken by the student who presented the paper.

Searle's Theory: Directives

The lecturer mentions the correct pronunciation to students.

Perlocutionary Acts: TK

The student realizes her mistake and gives thank to the lecturer for correcting her pronunciation.

Locutionary Acts (Austin's Theory)

S4 : Next week, there is no class.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer told all the students that the next meeting was closed. The lecturer hopes that all students can approve the lecturer's statements.

Searle's Theory: Declarations

The lecturer announced that the learning of next meeting is free. All the students in the class agree with the statement from the lecturer.

Perlocutionary Acts: TK

The lecturer besides announcing the notice, she also discussed the remaining the schedule of sociolinguistics class and final test with students. The lecturer also wants her students to better prepare themselves during the given holiday.

Locutionary Acts (Austin's Theory)

S5 : Final test is individual test.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer reminds the students to prepare themselves in the face of the final test later by learning all the material that has been studied during

Sociolinguistics class. The lecturer also told her students to do a mini-research in their respective villages for the duration of the holiday they gave.

Searle's Theory: Declarations & Directives

The lecturer announces and explains the purpose of final individual test that will be given by the lecturer in Sociolinguistics course to all students in the class in the form of mini-research on sociolinguistics material that they have learned in their respective hometowns.

Perlocutionary Acts: TK & TE

All students listen carefully and attentively to the explanation from the lecturer. They hope to be able to do the mini-research ordered by the lecturer well as the beginning of their steps in the learning process, especially in terms of research.

Locutionary Acts (Austin's Theory)

S6 : Ok. Is it clear, yaa?

Illocutionary Acts

Austin's Theory: Interrogative

The lecturer asks students whether the explanation from the material delivered by the lecturer can be understood by the students well or not.

Searle's Theory: Directives

The lecturer asked the students if there were understood the material well or they have still some questions or things that were still confusing them from the explanation given by the lecturer.

Perlocutionary Acts: TD

Some students nodded their head and some answered "yes, ma'am" as a sign that they could understand the Lecturer' explanation well.

Locutionary Acts (Austin's Theory)

S7 : Is there any question?

Illocutionary Acts

Austin's Theory: Interrogative

Explanation of material from the lecturer has been completed. Then, the lecturer tries to ask the students again whether there is still something students are still confused about the material they are learning.

Searle's Theory: Directives

The lecturer invites the students to ask something if there are still unclear things from the material explained by the lecturer.

Perlocutionary Acts: TK

The students are only silent that they have received and understood the material delivered by the lecturer.

Locutionary Acts (Austin's Theory)

S8 : Ok. That's all for today.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer has finished teaching the material perfectly to her students.

Searle's Theory: Representatives

The lecturer has concluded the material coherently and clearly to her students. No one asked questions about the material anymore and they received all the explanations from the lecturer.

Perlocutionary Acts: TK

The sign that the lecture will end soon will be resumed at the next meeting.

Locutionary Acts (Austin's Theory)

S9 : Thank you.

Illocutionary Acts

Austin's Theory: Declarative

The appreciation given by the lecturer to her students for their enthusiasm and good response during the lesson took place.

Searle's Theory: Expressives

The lecturer is grateful for all the good behavior and cooperation that is done by students when the learning takes place from beginning to end.

Perlocutionary Acts: TD & TF

The lecturer will immediately ask to leave the class.

Locutionary Acts (Austin's Theory)

S10 : See you next two weeks on April 27, 2019.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer and the students agreed to meet again at the next meeting.

Searle's Theory: Commisives

This utility can be categorized as promising. The lecturer said "*See you next two weeks*" so the lecturer promised to students that they would meet again on next two meeting.

Perlocutionary Acts: TK & TD

The students answer respectfully and happily and agrees to the lecturer's words to meet again on next meeting.

Locutionary Acts (Austin's Theory)

S11 : Ok. Assamu'alaikum Wr. Wb.

Illocutionary Acts

Austin's Theory: Declarative

The lecturer wants to close the meeting in the lesson and greet the students with greetings. It marks the expression of caring and respectful.

Searle's Theory: Expressives

The lecturer wants to focus the concentration and attention of the students with greetings delivered in a friendly and warm manner.

Perlocutionary Acts: TF

The students will immediately focus on the voice of the lecturer and answer the greetings with enthusiasm from each student in the classroom.

Appendix 6. The transcripts of English lecturer on five meetings

Meeting 1 in PBI C 2016

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

S2 : *I'm fine, too.*

S3 : *We will continue to the group presentation*

S4 : *The paper it means there are 10, right?*

S5 : *Where is Hasbullah?*

S6 : *Who belongs to Hasbullah's group?*

S7 : *If I'm not mistake, today all have to gather, right?*

S8 : *Some two person text me*

S9 : *We won't have any class next week*

S10 : *I probably 75% on April 13 that I will go to like that, I can't enter the classroom. So, maybe the class will be off on that date.*

S11 : *I know you really because I have been in the position of you all*

S12 : *Distinguish (Pronunciation)*

S13 : *Hollmes (Proununciation)*

S14 : *So, from group one, I'm really surprised to know that the group especially Deni*

S15 : *He always says based on what he reads in this and that article or journal. That's a good point.*

S16 : *So, you are a teacher to be. So, if you say something you should be on the evidence.*

S17 : *We can't argue Deni's statement because he speaks based on the journal. The journal is more up-to-date than books.*

S18 : *We are as a new teacher.*

S19 : *Don't let the students who are blending with the teacher but the teacher should blending with the students. So, you are as a teacher everything should be. So, you are as a teacher must have warehouse strategies. How do you students interest it.*

S20 : *Mr. Edward' seminar at that time was not important to use the correct grammar, right? The important thing is you can use the language*

S21 : *CLT is Communicative Language Teaching, isn't it?*

S22 : *Ali really good hard skill. I mean his self-confidence is ok. And then, the way he speaks is ok, too.*

S23 : *But he is little bit a less politeness. He is not really surprise with Ali's ability. But I think he is so bored.*

S24 : *The English people culture is straight to the point not like Indonesian people.*

S25 : *You should involve yourself.*

S26 : *You know Tegal?*

Banyumas accent is the same with Tegal. If they speak with another person outside Tegal but if they meet same people from Tegal.. Woww... Inyong-inyong like that.

S27 : *Ok. That's all for today.*

S28 : *Thank you.*

S29 : *See you next two weeks, yaa!*

S30 : *Assamu'alaikum Wr. Wb.*

Meetings 2 in PBI C 2016

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

S2 : *I'm fine, too.*

S3 : *Your name? Name.. Name..?*

S4 : *The smaller part is dialect. The bigger part is variation. So, Dialect is smaller part of variation.*

S5 : *Do you understand dialects, idiolects, and variations?*

S6 : *The role of sociolinguistics in language teaching. How we as a teacher to teach Language in School like that.*

S7 : *We are as a teacher to be excited to speak English. You as a teacher feed the students not students feed you.*

S8 : *Everybody is smart but on their way.*

S9 : *Learning by doing.*

S10 : *Ok. Any question? No question?*

S11 : *Is there Alfian?*

S12 : *Ok. That's all for today*

S13 : *Thank you.*

S14 : *See you next two weeks, yaa!*

S15 : *Assamu'alaikum Wr. Wb*

Meeting 3 in PBI B 2016

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

S2 : *I'm fine, too.*

S3 : *Where is the paper?*

S4 : *And every meeting I count twice, yaa.*

S5 : *Listen your friends! If you want to be listened. If you want to be respected, respect others.*

S6 : *Am I make myself clear?*

S7 : *Just say sorry. I'm sorry. I don't mean to interrupt you.*

S8 : *They speak straight to the point. Foreign learners do not like small talk.*

S9 : *Javanese language is really different with Banjarese language and literally different also with Sumatran language.*

S10 : *Ok. So, this is understand, yaa?*

S11 : *Is there any more question?*

S12 : *Alhamdulillah no.*

S13 : *Today is offer. That's all for today.*

S14 : *Thank you.*

S15 : *See you next two weeks, yaa! On March 30, 2019.*

S16 : *Ok, Thank you. Assamu'alaikum Wr. Wb*

Meeting 4 in PBI A 2016

S1 : *Assamu'alaikum Wr. Wb.*

Good morning? How are you today?

S2 : *I'm fine, too.*

S3 : *Question first, question for group 5.*

S4 : *Your name? Your name?*

S5 : *Bored. Not boring.*

S6 : *Tell the name of your group first!*

S7 : *Considered. (Pronunciation)*

S8 : *Certainly. (Pronunciation)*

S9 : *High. (Pronunciation)*

S10 : *Eight. (Pronunciation)*

S11 : *Not will continue. But, the correct is will be continue.*

S12 : *Group 6 is it finish? How many more questions?*

S13 : *Give applause to group 5 & 6.*

S14 : *Who arrived late to the class?*

S15 : *Who is not attended today?*

S16 : *Don't forget to study!*

S17 : *That's all for today.*

S18 : *Thank you.*

S19 : *Assamu'alaikum Wr. Wb.*

Meeting 5 in PBI A 2016

S1 : *Assamu'alaikum Wr. Wb.*

Good afternoon? How are you today?

S2 : *I'm fine, too.*

S3 : *Adressee. (Pronunciation)*

S4 : *Next week, there is no class.*

S5 : *Final test is individual test.*

S6 : *Ok. Is it clear, yaa?*


S7 : *Is there any question?*


S8 : *Ok. That's all for today.*


S9 : *Thank you.*


S10 : *See you next two weeks on April 27, 2019.*


S11 : *Ok. Assamu'alaikum Wr. Wb.*

Date	Notes	SIGNATURE
15/2/2019	<p>The instrument is totally wrong. - Just enough do the observation, no interview except in the second question requires an interview the lecturer. Find out the result first.</p> <ul style="list-style-type: none">- Understand your theory!- Repair and give the reason in research question & objective of study.- Understand your research!	

Date	Notes	SIGNATURE
26/2/2019	<p>Research question in chapter 1 is good.</p> <p>- Do your research until the data is saturated. It means repeated over and over again.</p> <p>- Start your research!</p> <p>and while making a research letter to ask permission from the lecturer concerned.</p> <p>- Examine the lecturers' speech acts that speaks English only, Banjarese or Indonesian language should not be examined.</p>	

Date	Notes	SIGNATURE
18/9/2019	<p>Background doesn't need to discuss about theory.</p> <ul style="list-style-type: none"> - Repair the research instrument! - Check again the expert opinion in Data analysis technique on chapter III - Research setting, subject & object of research, source of data, and data collection technique are mostly wrong. Fix it! - Make a para paraphrase if want to quote from a book. - Repair Repair your definition of Key Terms! 	

Date	Notes	SIGNATURE
29/5/2019	<p>To the point on chapter IV!</p> <ul style="list-style-type: none">- Don't take the result on the front of chapter IV!- Take your codes in data analysis!- Give the reason why choosing two theories between J.L. Austin and Searle!- Give the theory in discussion and appropriate with your finding!	

Date	Notes	SIGNATURE
19/6/2019	<p>The detailed explanations in chapter IV should be put in an appendix so that the pages are not too much.</p> <p><u>Acc!</u></p>	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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CATATAN SEMINAR PROPOSAL SKRIPSI


1. Nama Mahasiswa : M. Yusuf Hamdani
2. NIM : 1401240233
3. Program Studi : PBT
4. Judul Proposal Skripsi : An Analysis of Speech Acts Used By English Lecturer on Sixth Semester of English Department at UIN Antasari Banjarmasin
5. Dosen Pembimbing : Puji Sri Rahayu, MA
: Hidayah Nur, S.Pd, M.Pd
6. Catatan Hasil Seminar :


NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Why did you choose the focus at speech act?	-	Objek dosen yang diteliti
2.	Explain about significant of study	-	So tidak bisa di depan awal kalimat ganti dengan then.
3.	What're the differenties with another research?	-	Konsisten dalam penulisan
		-	Problem statement letakkan di background
		-	Scope juga letakkan di background
		-	Jebah detail di penulisan
		-	Halaman di bawah jika ada chapter
		-	point observasi lebih dijelaskan previous research

Banjarmasin, 28 Desember 2018.
Moderator,

Catatan :
Lembaran seminar ini, diisi oleh moderator

Date	Notes	SIGNATURE
18/9/2019	<p>Make a conclusion in one paragraph that distinguishes with previous study.</p> <ul style="list-style-type: none">- Check your grammatics and your words !- Give the reason why you choose sociolinguistics course in your research!	

Date	Notes	SIGNATURE
27/5/2019	<p>No need to write "the main data and secondary data" in source of data on chapter III.</p> <p>Take the points of observation in Data Collection procedure.</p> <p>Note consistent in page of in-note in every chapter</p> <p>Don't take the result of research on first page in the findings.</p> <p>In Discussion only take the theory and previous research in chapter II</p>	

Date	Notes	SIGNATURE
13/6/2019	<p>Wrong in writing "English Education Department" in every chapter.</p> <p>Abstract and research method have to use past tense.</p> <ul style="list-style-type: none">- Acknowledgment is too much.- Not consistent in page of in-note.- Add 1 sentence in research question & objective of research.- Check the fonts! <p><u>ACC!</u></p>	



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 117 TAHUN 2018
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2017/2018

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.

- Mengingat : 1. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
2. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
6. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin.

- Memperhatikan : Usul Ketua Jurusan PBI Tanggal 20 Desember 2018

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2017/2018

- Pertama : Menunjuk dan menugaskan kepada:

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Untuk membimbing mahasiswa penyusun skripsi:

- Nama : M Yusuf Hamdani
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Judul Skripsi : An Analysis of Speech Acts Used By English Lecturer on Sixth Semester of English Department at UIN Antasari Banjarmasin

- Kedua : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan seperlunya.

Ditetapkan di Banjarmasin
pada tanggal 21 Desember 2018



DEKAN,
WAKIL DEKAN BIDANG AKADEMIK DAN KELEMBAGAAN,

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Kebun Bunga Banjarmasin (Langgar Ar-
Rahim)

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

An Analysis of Speech Acts Used By English Lecturer on Sixth Semester of English Department at UIN Antasari Banjarmasin

Pada Hari/Tanggal : Jum'at, 28 Desember 2018

Tempat : Lokal 2.27 TBI

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 31 Desember 2018



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3708212015032004



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Kepada Yth.
Sdr (i) M. Yusuf Hamdani
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Mahasiswa Jurusan TBT

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Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi, tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH LECTURER ON
SIXTH SEMESTER OF ENGLISH DEPARTMENT AT UIN ANTASARI
BANJARMASIN**

Berubah menjadi:

**AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH DEPARTMENT
EDUCATION LECTURER AT UIN ANTASARI BANJARMASIN**

Menunjuk :

1. Puji Sri Rahayu, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.



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BANJARMASIN, MAY 28th 2019

THE WRITER