APPENDICES

Appendix I: Translation of Qur'an

Surah	Translation	
	English	**Indonesian**
An-Nahl verse 125	"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best." (QS. An-Nahl: 125, Sahih International)	"Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pelajaran yang baik dan bantahlah mereka dengan cara yang lebih baik." (QS. An-Nahl: 125)

Appendix II: Observation Guideline Sheet

Title: Classroom Observation Data Coding Sheet

Purpose: To analyze the tutor's utterances based on speech act types during instruction and feedback in the classroom.

Observation Focus: Speech acts classification based on Searle's (1976) theory: directive, representative, expressive, commissive, and declarative.

Observation Coding Table:

Time	Tutor's Utterance	Activity/Situation	Speech Act Type	Explanation

Appendix III: Interview Guideline

Title: Semi-Structured Interview Guide

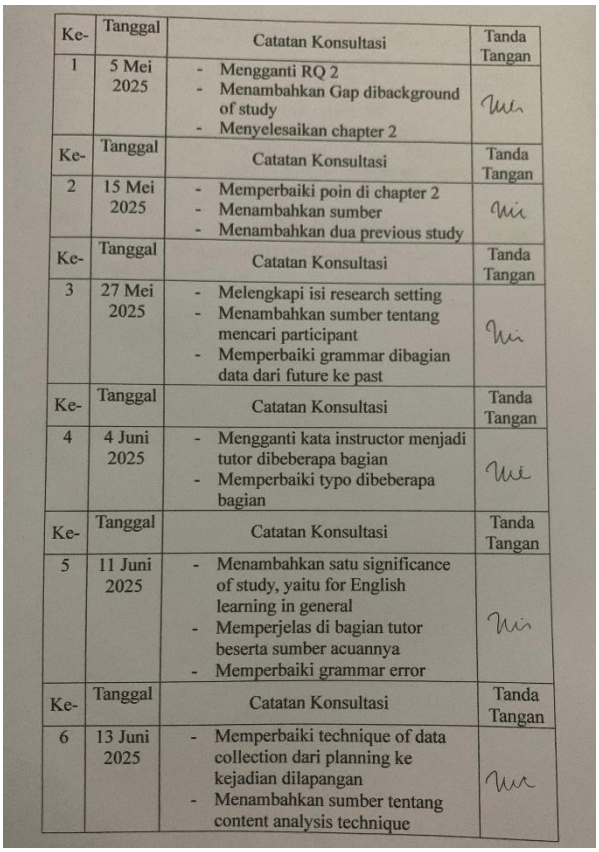
Purpose: This interview aimed to explore the tutor's personal strategies and reflections regarding the use of speech acts in classroom instructions and feedback. The questions were tailored to elicit explanations about how the tutor communicated with elementary-level students and how she adapted her speech to support learning and engagement.

Interview Questions:

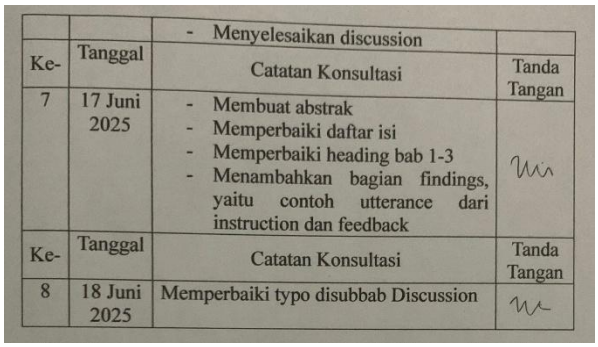
1. When giving instructions in class, what language do you usually use and why?
   This question investigates the tutor's choice between Bahasa Indonesia and English, and the reasons for combining both.
2. How do you make sure your students understand your instructions clearly?
   This explores the tutor's strategies for simplifying language or adjusting it to the students' level.
3. When giving feedback, how do you avoid making students feel embarrassed if their answer is wrong?
   This target how corrective feedback is delivered while maintaining student confidence.
4. Do you usually give praise before correcting mistakes? Why?
   This explores the use of expressive acts to balance correction with encouragement.
5. How do your facial expressions or tone of voice affect student comfort in the classroom?
   This question connects to the tutor's use of non-verbal strategies that support expressive speech acts.
6. How do you inform your students about future activities like role plays or presentations?
   This refers to commissive acts and how the tutor communicates plans clearly but gently.

7. Can you give an example of when your way of explaining was successful or unsuccessful?
   This invites the tutor to reflect on specific classroom experiences with speech delivery.

Appendix IV: Consultation Notes



Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1	5 Mei 2025	- Mengganti RQ 2 - Menambahkan Gap dibackground of study - Menyelesaikan chapter 2	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
2	15 Mei 2025	- Memperbaiki poin di chapter 2 - Menambahkan sumber - Menambahkan dua previous study	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
3	27 Mei 2025	- Melengkapi isi research setting - Menambahkan sumber tentang mencari participant - Memperbaiki grammar dibagian data dari future ke past	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
4	4 Juni 2025	- Mengganti kata instructor menjadi tutor dibeberapa bagian - Memperbaiki typo dibeberapa bagian	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
5	11 Juni 2025	- Menambahkan satu significance of study, yaitu for English learning in general - Memperjelas di bagian tutor beserta sumber acuannya - Memperbaiki grammar error	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
6	13 Juni 2025	- Memperbaiki technique of data collection dari planning ke kejadian dilapangan - Menambahkan sumber tentang content analysis technique	



		- Menyelesaikan discussion	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
7	17 Juni 2025	- Membuat abstrak - Memperbaiki daftar isi - Memperbaiki heading bab 1-3 - Menambahkan bagian findings, yaitu contoh utterance dari instruction dan feedback	
Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
8	18 Juni 2025	Memperbaiki typo disubbab Discussion	

CURRICULUM VITAE

1. Full Name : Rizka Awalia
2. SRN : 180101030624
3. Place and Date of Birth : Palangkaraya, 30th August 2000
4. Nationality : Indonesia
5. Address : Wirang Village, RT 3, Haruai, Tabalong
6. Phone Number : 085705603910
7. Email : rzkwl038@gmail.com
8. Organization/Work experience :
   a. Sanggar At-Ta'dib

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Writer