AN ANALYSIS OF SPEECH ACTS IN TEACHING ENGLISH

THROUGH WHATSAPP GROUP CLASS CHAT AT SMAN 3 PONOROGO

THESIS

By:

DEVI APRILLIA KUMALA PUTRI

NIM. 210917011

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

2021

ABSTRACT

PUTRI, DEVI APRILLIA KUMALA. 2021. *An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institue of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

Keywords: *Speech Acts, Teaching English, WhatsApp Group*

Speech act is a kind of verbal communication. Speech act is an utterance which not only consist of word with grammatical structure, but also it can perform the act. In short, speech act is the action performed via utterance. Speech act can be happened everywhere include at classroom setting. It is because speech act always needed in the teaching and learning activity. In both face-to-face and online learning, teacher certainly uses good speech act in delivering material to the students. In the normal condition, the English teacher can gives utterance directly to the students. Meanwhile, during this covid-19 pandemic, the learning activities carried out online through WhatsApp Group. Using this application, teacher still can communicate and gives direction to the students. The teacher chooses to use WhatsApp because it is the most popular media and easy to use.

The purposes of this research were to find out the types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo and to describe the implementation of speech act presented by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo.

This research applied qualitative approach with descriptive qualitative design. It was conducted to the tenth grade students of SMAN 3 Ponorogo academic year 2020/2021. The data were collected by observation, interview, and documentation. The researcher used documentation to find out the types of speech acts performed by the English teacher. While to describe the implementation of speech acts presented by the teacher, the researcher did online observation by joining the WhatsApp Group as a non-participant observer also did interview. The data were analyzed using three steps of data analysis technique namely data reduction, data display, and conclusion and verification.

The result of this research showed that the types of speech acts that performed by the English teacher in WhatsApp Group were representatives, directives, commissives, and expressives. Declarations was not found in this research. While the process of teaching and learning using WhatsApp Group was divided into three stages those were pre-teaching, whilst-teaching, and post-teaching. The implementation of speech acts presented in pre-teaching were greeting, inviting, asking, complimenting, ordering, advising, congratulating, commanding, apologizing, requesting, and thanking. In whilst-teaching the implementation of speech acts were in asking, informing, commanding, complimenting, committing, asserting, informing, stating, apologizing, and ordering. Then speech acts implemented in post-teaching were informing, asking, thanking, praying, leave-taking, commanding, complimenting, ordering, and reminding.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Devi Aprillia Kumala Putri

Student Number : 210917011

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Ponorogo, September 8th 2021

Dra. Aries Fitriani, M.Pd
NIP. 196901071999032001

Acknowledged by
Head of English Education Departmenof
Tarbiyah and Teachers Trainning Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M. Pd.
NIP. 198303272011012007

ii

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Devi Aprillia Kumala Putri

Student Number : 210917011

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo

Has been approved by the board of examiners on :

Day : Wednesday

Date : 22 September 2021

and has been accepted as the requirement for the degree the sarjana in English Education on :

Day : Monday

Date : 04 October 2021

Ponorogo, 04 October 2021

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir. Lc., M. Ag.

NIP.196807051999031001

Board of Excaminers

1. Chairman : Dr. Ahmadi, M.Ag ( )
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd ( )
3. Examiner II : Dra. Aries Fitriani, M.Pd ( )

iii

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama	:	Devi Aprillia Kumala Putri
NIM	:	210917011
Jurusan	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi	:	An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 25 Agustus 2021

Yang Membuat Pernyataan

Devi Aprillia Kumala Putri

v

CHAPTER I

INTRODUCTION

In this chapter confirms the background of the study, the research focus, statements of the problem, the objective of the study, the significances of the study, and the organization of the thesis.

A. Background of the Study

As a social being that continues to coexist, people always want to relate to other human beings. They want to interact and know their surrounding environment. When people want to communicate each other, it means they need something to connect that is called as language. Language is used to express the idea and convey all messages. In the process expressing those, people do not only produce utterances containing some words with grammatical structure but also perform actions. The relationship can be seen through speech act. Speech act is utterance that occurs and act that refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech act.

In daily life, we always perform speech act but sometimes we do not realize that the utterances we produce consist of speech act. Speech act occurs on the process of the meaning in how the communication happened and how the hearer get the aim of the speaker. Speech act itself is a kind of verbal communication and it is a subdivision of pragmatics. Austin defined that speech acts as the actions performed in saying something.[1] Speech act can be analyzed on the three different levels. First is locutionary act, second is illocutionary act, and third is perlocutionary act. Locutionary act is the actual act of uttering. Illocutionary act is the social function of what is said. Then perlocutionary act is the result act of what is said.

---

[1] Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 16.

For example *"Could you lend me your dictionary?"*. The locutionary act is the speech that uttered by the speaker. The illocutionary act is a request in this case and the act is successfull if the hearer recognizes that she should lend her dictionary. But as a perlocutionary act it succeeds only if she truly lends her dictionary to the speaker.

According to Searle, speech acts consist of five general classifications to classify the functions or illocutionary of speech acts namely representatives, directives, commissives, expressives, and declarations.[2] Speech act as the basic unit of language is central to effective communication since it allows people to perform a wide range of functions such as thanking, apologizing, informing, commanding, requesting, and others that defined as illocutionary act.

An illocutionary act is difficult to be identified because it has to consider what is the setting, who are the participants, how the conversation end and how is the act of sequence, what is the key or manner of performance, instrumentalities, and norms of interaction that used. Illocutionary act also a very important part of speech acts because it becomes the main central to linguistics in the elements of communication. A successful communication can be reached if only between the speaker and the hearer are understand the thoughts, feelings, and desires. Because of those reasons, illocutionary act become the core of undersanding speech act. Such phenomenon of speech act happen everywhere, include in the classroom setting.

The teacher utterances are very important during the process of teaching and learning. The utterances that peformed by the teacher is used to make communication with the students. Such as giving the direction or instruction, explaining the materials and activities, also checking the students' understanding. The use of speech acts will determine how the teaching and learning process occured. It has been emphasized that speech act

---

[2]John Searle, *Expression and Meaning: Studies in the Theory of Speech Acts,*(USA: Cambridge University Press, 1979), 12.

used by the teacher is particularly essential since it can support and enhance the learning process.[3]

Initially, teaching and learning activities were carried out directly until the covid-19 pandemic hit the world including Indonesia. Covid-19 stands for Corona Virus Disease 2019 because this virus first discovered in that year. The covid-19 virus is linked to Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV-2) that can be terrible. This new virus can be transmitted just in minutes through droplets or even touching surface materials or part of body which have been contaminate from a person who has been infected. Although the elderly, adolescent, and baby are easily affected. No one's immunity that owned once it hits the body. So, all people are susceptible to its ruinous effects.[4]

Most countries affected by the pandemic were able to slow down the spread of the corona virus with many ways, such as banning public events and gatherings, restrictions on international and domestic transport, testing and contact tracing to anyone who is affected, and shutting educational institutions down.[5] This means more than a year pandemic covid-19 caused changing in education. It proved by all learning activites were carried out online. One of the schools that conduct virtual system is SMAN 3 Ponorogo.

SMAN 3 Ponorogo is one of favourite senior high school which only has two major classes namely science and society. Besides that, SMAN 3 Ponorogo also has so many achievements in English. Based on the observation and interview conducted by the researcher on January and February 2021 with Mrs. Ririn Ida Mawarti, one of the English teachers of SMAN 3 Ponorogo, teaching and learning process in this condition of pandemic is more challenging. It is because the teacher still has to reach the learning objectives

---

[3]Reef Bijad Alharbi, "A Pragmatic Analysis of Pragmatics of Speech Acts in English Language Classrooms at Imam Mohammed Ibn Saud Islamic University", *Arab World English Journal*, 217(November2018), 2.

[4]Cathy Mae Toquero, "Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context", *Pendagogical Research,*5 (April 2020), 1.

[5]Aleksander Aristovnik, et. al, "Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective, *Sustainability Article,*12 (August-October 2020), 2.

although teaching and learning activity is from home or known in Indonesia as *daring*. The teacher must choose an alternative way to convey the process of teaching and learning using interactive strategies and methods.In the other side, selecting media to serve out the materials is being the urgent things that should be considered.[6]

During this pandemic, the teachers of SMAN 3 Ponorogo use several media to teach their students. Such as Google Classroom, Zoom, Quipper, and WhatsApp. As for the English lesson itself is done using all of that applications but the mostly used is WhatsApp group because the teacher consistently do teaching and learning process as usual in direct meeting include pre-teaching, whilst-teaching, and post-teaching.[7] Both the teacher and the students have joyful learning and communication in the group chat of WhatsApp because the teacher really knows that school from home is need different treatment than face-to-face learning.

The concept of learning in this new normal era is very simple and filled with funny chats. Teacher's chats in WhatsApp Group are flexible and want to make the students interested. However, the interaction and communication between the teacher and the students in online teaching and learning is less effective because the teacher do not explain much of the material taught. The teacher's chats also used as the guidance by the students regarding the meeting that day. She only instructs the students to read and study the material themselves and if the students find difficulties they can ask in the WhatsApp Group. The teacher also tries to not bore the students.[8] This is done in a way the teacher always gives new vocabulary in the beginning of month in order to make different study experience.

In online learning, communication and interaction between the students and the teacher is something crucial. Both of the them have discussion also take and give

---

[6]Ririn Ida Mawarti, English teacher of SMAN 3 Ponorogo, January 2021.
[7]*Ibid.,*
[8]Ririn Ida Mawarti, English teacher of SMAN 3 Ponorogo, February 2021.

information in WhatsApp group class chat. Furthermore, written interaction is different with face-to-face communication, particularly in online teaching and learning process. This is because there is no speaking intonation, eye contact, or body language that can be known or seen. Therefore, the smooth communication really supports the achievement of effective learning because the teacher do not only use their chats as replacement of her direct utterances in the class, but also take a number of speech acts to support their explanations. The correct use of speech act in online learning that is in written form will not cause misunderstanding for students due to limited vocabulary and different interpretation. In this online learning, the teacher's speech acts are her chats in WhatsApp Group class.

According to the case, the researcher conducted a research by the title **"An Analysis of Speech Acts in Teaching English through WhatsApp Group Class Chat at SMAN 3 Ponorogo"**.

B. Research Focus

Based on the background of the study outlined above, this research is limited only to analyze the types of speech acts performed by the English teacher and its implementation in WhatsApp Group class chat at the tenth grade of SMAN 3 Ponorogo. The theory of speech acts adopted in this study is proposed by Searle that focused on the basis of illocutionary acts. They are representatives, directives, commissives, expresives, and declarations. In addition, because of limited time and adjustment to the curriculum of the school, this research follows the materials which are learned by the tenth grade students of SMAN 3 Ponorogo. At this semester, the tenth grade students of SMAN 3 Ponorogo learn about recount text and narrative text. While the class to conduct this research is the Tenth Grade 6 Science of SMAN 3 Ponorogo in Academic Year 2020/2021 .

C. Statements of the Problem

In line with the research focus, the research questions are formulated as follows:

1. What are the types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo?

2. How is the implementation of speech acts presented by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo?

D. Objectives of the Study

According to the problem statements, the objectives of this study are following:

1. To find out the types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo.

2. To describe the implementation of speech acts presented by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo.

E. Significances of the Study

The finding of this research is expected to give valuable contribution both theoretical and practical purposes, those are:

1. Theoretical Significances

The result of this research is expected to develop the linguistic theory especially in pragmatics also to increase knowledge related to speech act.

2. Practical Significances

   a. For the teachers

   Hopefully this research can give brief explanation about the use of speech act that can affect the students' response during the teaching and learning process. In the other hand, the teacher can evaluate their teaching in the future regarding the use of speech act.

   b. For the students

   This research is expected to be a useful input for English students to enrich their understanding about speech act. Besides that, hopefully it can make the

students more active and excited in their learning process also confident in giving response to the teacher's utterances.

c. For the readers

The finding of this research is expected to contribute in improving insight related to speech act and how its implementation in teaching and learning process.

d. For the researcher

Hopefully, the result of this study can be a provision in the future to the researcher as a future teacher in applicating speech act during learning activities.

F. Organization of the Thesis

This thesis is divided into six chapters and each chapter is related to one another. It becomes a unified whole and compiled systematically in order to make the readers understand the content easily.

The first chapter is introduction. It consists of background of the study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of thesis.

The second chapter is previous research findings and theoretical framework. It explains previous study related to this research and some theories about definiton of speech act, types of speech act, concept of illocutionary acts, classifications of illocutionary act, implementation of illocutionary act in the classroom, the definition of teaching, the definition of teaching English, and WhatsApp.

The third chapter is research method. It covers about research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, checking validity of findings, and research procedure.

The fourth chapter is research findings. It divided into two main part that is general and specific data. The general data are going to be shown in this chapter clearly such as the history of SMAN 3 Ponorogo, motto, vissions, missions, and goals of SMAN 3 Ponorogo,

profile of SMAN 3 Ponorogo, the organization structure of SMAN 3 Ponorogo, the teachers and staffs of SMAN 3 Ponorogo, the students of SMAN 3 Ponorogo, infrastructures of SMAN 3 Ponorogo, and continued with specific data description.

The fifth chapter is discussion. It explains the research result including data analysis about the types of speech act in WhatsApp group class chat at SMAN 3 Ponorogo and how its implementation in the teaching and learning process.

The sixth chapter is closing which covers the conclusion of the research and recommendations for further study. It also as the end discussion content series of the thesis.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND
THEORETICAL FRAMEWORK

This chapter consists of several previous studies related to this research and explanations which are the theory of speech act, the theory of illocutionary act, implementation of illocutionary act in the classroom theory, and the theory about WhatsApp especially WhatsApp Group.

A. Previous Research Findings

In this section, the researcher will provide with some previous similar or related research findings so that the researcher able to widen her research and discuss it with multiple stand points.

The first previous research finding is a study written by Zulfa Kunti Soraya student of State Institute of Islamic Studies Ponorogo with the title *"An Analysis of Directive Illocutionary Acts by the English Teacher in Teaching and Learning Process at the Eight Grade of SMP Negeri 2 Jetis"*. The purposes of this research were (1) to find the types of directive illocutionary acts performed by the English teacher, (2) to analyze the English teacher in performing them, and (3) to analyze the students' reaction toward them.

Using qualitative approach, the researcher found 9 types of directive illocutionary acts which had been performed by the English teacher in 94 utterances. They were 18 utterances of direct, 27 utterances of request, 27 utterances of ask, 4 utterances of tell, 17 utterances of command, an utterance of forbid, an utterance of suggest, an utterance of warn, and 2 utterances of beg. Then, there were 4 reasons that the teacher performed directive illocutionary acts in teaching and learning process. 28 utterances represented elicitation, instruction was used in 61 utterances, 4 utterances represented attention-getter, and suggestion was used in a utterance. Meanwhile, based on directive illocutionary acts which had been performed by the English teacher, the students gave reactions toward those

in 49 utterances. They were 9 utterances of persuading, 14 utterances of inciting, and 26 utterances of enlightening.[9]

Second one, a research presented by Nonik Yukafi Mazidah entitled *"Expressive Speech Act Found in EFL Classroom Interaction"*. This study was aimed to show the various kinds and functions of expressive speech act that might be used in EFL Psycholinguistic class interaction relied on the context. This research used qualitative method and the result showed that there were two kinds of expressive speech act found in the EFL students' classroom interaction namely (1) direct, and (2) indirect. There were six functions of expressive speech act that occured in the EFL classroom interaction i.e. (1) apologizing (2) thanking (3) condoling (4) congratulating (5) deploring, and (6) welcoming. The findings also showed that the most frequently use of expressive speech act found in the classroom interaction was direct. The most frequently existence of function of expressive speech act in the classroom interaction was welcoming while the least function used was condoling.[10]

The third previous research arranged by Asri Nur Rohmawati in 2018 under the title *"Speech Acts Analysis of the Main Character in Shrek Movie Script"*. The purposes of that research were to find out the types of speech act and to know the type of illocutionary acts found in "Shrek" movie script. This research was library research with descriptive qualitative method. The researcher found 213 illocutionary acts spoken by Shrek as the main character in Shrek movie. It was consist of 66 illocutionary acts (30,99%) in the type of representative, 79 illocutionary acts (37,09%) in the type of directive, 21 illocutionary acts (9,86%) in the type of commissive, 29 illocutionary acts (13,61%) in the

---

[9]Zulfa Kunti Soraya, *An Analysis of Directive Illocutionary Acts Performed by The English Teacher in Teaching and Learning Process at The Eight Grade of SMP Negeri 2 Jetis*, (Thesis, State Institute of Islamic Studies Ponorogo, 2019), 259-261.

[10]Nonik Yukafi Mazidah, *Expressive Speech Act Found in EFL Classroom Interaction*, (Thesis, Maulana Malik Ibrahim State Islamic University Malang, 2018), 50.

type of expressive, and 18 illocutionary acts (8,45%) in the type of declarative. The directive is mostly dominant.[11]

This research has similarity and difference with the three previous studies above. The similarity is this research focus on analyzing speech acts performed by the English teacher using qualitative approach. While the difference is the previous studies above are done directly in offline learning by coming to the place they conducted their research different with this research which is done indirectly by joining the online learning using WhatsApp Group.

B. Theoretical Framework

In this part, the researcher will provide some theories related with the title of this research so that the researcher able to do the study using the terms and criterias based on the theory.

1. Speech Act

a. Definition of Speech Act

Speech act is a subdivision of pragmatics and it is one kind of verbal communication.[12] In creating an utterance, between the speaker and the hearer do not merely create a set of grammatically correct words but they also perform function through it. Searle said that the unit of linguistic communication is not as generally been supposed such as the symbol, word, or sentence, but rather than the production of them in the performance of speech act.[13] According to John Langshaw Austin, speech act is simply the action performed by saying something.[14] By performing speech act, the speaker is often trying to achieve some

---

[11]Asri Nur Rohmawati, *Speech Acts Analysis of The Main Character in Shrek Movie Script*, (Thesis, Institute of Islamic Studies Ponorogo, 2018), 60.

[12]Dwi Astuti Wahyu Nurhayati & Yuwartatik, "Illocutionary and Perlocutionary Acts on Main Character Dialogues in John Milne's Novel: "The Black Cat"", *Indonesian Journal of Language Teaching and Linguistics,* 1 (2016), 2.

[13]Jacob L. Mey, *Pragmatics,* (UK: Blackwell Publishing, 2001), 95.

[14]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 16.

effect with those utterance. It means that people can perform a single utterance with more than one act.

To understand the speaker meaning or utterance interpretation in a pragmatics, look at the example below:

Sinta: *"I left my toys at the playground"*

Dinda: *"Let me help you to find it"*

From the conversation we learn that Sinta does not just tell she lefts her toys, but in fact she wants Dinda to helps her to find it. In the other side, Dinda seems to know desired by Sinta with answer she will help her. Therefore, the participants of conversation use the meanings of words occured in order to distinguish the meaning intended by the speaker.

In conclusion, speech acts are those utterances used to accomplish such actions. Speech act is an act of speech that has a specific purpose which can be expressed implicitly or explicitly.[15] It is important to bear in mind that to understand how the acts work, one cannot simply ignore the role of context around the utterances. In English, speech acts are commonly given more specific labels, such as compliment, complain, request, promise, invitation, apology, or any other acts.[16]

b. **Types of Speech Act**

Speech act is a technical term in linguistics and the philosophy of language. Speech act theory said that the action performed when an utterance produced can

---

[15]Risqi Aguspianto, *An Analysis of Speech Act which Performed by "Vin Diesel" in Film Fast & Furious 6 by Justin Lin,* (Thesis Journal, Mataram Institute of Teacher's Training and Education, 2014), 4.

[16]Nunung Permata Istiqomah, *Speech Act Analysis of Anger in the Film Entitled 'Something The Lord Made',* (Thesis, Sebelas Maret University Surakarta, 2013), 9.

be analyzed on three different levels namely locutionary act, illocutionary act, and perlocutionary act.[17]

1) Locutionary act

Yule stated that locutionary act is the basic act of utterance or producing a meaningful linguistic expression.[18] It simply means the actual words that uttered by the speaker. For example: "*It is a sunny day.*" The locutionary act of this sentence is the words uttered by the speaker. This speech act only expresses language and no need to understand the intention of the speaker.

2) Illocutionary act

As mentioned before, however, people also use language to perform such actions. It means that behind the utterances there are intentions included. According to Austin, illocutionary act is what the speakers are doing with their words.[19] Besides that, Yule wrote that ilocutionary act is performed via the communicative force of an utterance.[20] It is an intended meaning of a speaker to the hearer. For instance: "*It is a sunny day.*" This sentence is not only give information about the weather condition such as clear sky with the sunshine but also contains suggestion to dry the clothes or inviting to have an outdoor activity and enjoy the day.

3) Perlocutionary act

Austin described that perlocutionary act is the result of illocutionary act or the effects of the utterance to the hearer. It also

---

[17]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,*(USA: Routledge, 2002), 16.
[18]George Yule, *Pragmatics,* (NewYork: Oxford University Press, 1996), 48.
[19]Cutting, *Pragmatics and Discourse,* 16.
[20]Yule, *Pragmatics,* 48.

can be said as the done act by the hearer depends on what speaker says before.[21] Using the same example of the utterance in the illocutionary act above, the perlocutionary effect of the utterance could be accomplished if the hearer recognizes the sentence as suggesting or inviting. The perlocutionary act is the hearer dry the clothes under the sunshine or have outdoor activity like sunbathing, picnic, or sports with the speaker.

To put it simply, locutionary acts are the real words or utterances performed by the speaker. Whether the utterance is meaningful or not, the important one is the hearer able to catch the speaker says. While illocutionary acts are concerning the speaker's purpose when performing the utterance. Therefore, the illocutionary functions such as ordering, explaining, congratulating, and others are crucial things. The last, perlocutionary acts are the interpretations by the hearer from locutionary and illocutionary of the speaker. It is the effect on the hearer.

2. Illocutionary Act

a. The Concept of Illocutionary Act

Illocutionary act is the minimal units of human communication.[22] Illocutionary acts are act of doing something with a specific function. It is uttered to make a command, a statement, an offer, or other communicative purposes.[23] The utterances that contain illocutionary act can be noticed by the verb that used. This verb called as performative verb. Such as to ask, to promise, and to warn. It will

---

[21]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 16.
[22]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 1.
[23] George Yule, *Pragmatics,* (NewYork: Oxford University Press, 1996), 48.

make the illocutionary act become functioned explicitly. Example of performative verb as follow: I am *asking* to you, I *promise* that, and *I warn* you. However, in daily usage the utterance are express implicitly or without the performative verb. For example the utterance *"I will meet you there"* which can be interpreted as *"I promise that I will meet you there"* or *"I warn that I will meet you there"*[24]

In short, illocutionary acts are a language act that used to state or inform something by the speaker and then made many interpretations for the hearer. The speakers perform one or more illocutionary acts whenever they utter a sentence in an appropriate context with certain intentions.[25]

b. Classifications of Illocutionary Act

Illocutionary act is very important since it is part of speech act. Illocutionary act itself becomes the main central to linguistic elements of communication. There is a general classification system of common functions performed by speech acts such as representatives, directives, commissives, expressives, and declarations.[26] It is Searle's solution in classifying speech act into the following macro-classes:[27]

1) Representatives

Representatives or also known as assertives are the acts in which the words state what the speaker believes to be the case.[28] It simply means the act used to represent state of affairs. Such as stating, asserting, assuring, denying, arguing, informing, notifying, reminding, reporting, accusing, blaming, and criticizing.[29] In

---

[24]Dzulfikar Sauqy Shidqi, *The Analysis of Illocutionary Act in English Teaching Learning Process Used by the Teachers in Islamic Junior High School Nurul Islam Tengaran,* (Thesis, State Institute for Islamic Studies Salatiga, 2016), 23-24.

[25]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 1.

[26] George Yule, *Pragmatics,* (NewYork: Oxford University Press, 1996), 53.

[27]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,*(USA: Routledge, 2002), 16.

[28]*Ibid.,*17.

[29]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 182-283.

addition, there are describing, claiming, predicting, hypothesizing, and insisting.[30]

Representatives are very subjective as it based on speakers belief. It tries to represent situation or condition and also describe the states or events. For example, "*that's just a kitten in the garden*" (informing). It means the speaker inform to the hearer based on real situation that there is a kitten in the garden. From the explanations above, representatives or assertives are illocutionary act related to the factual thing.[31]

2) Directives

Directives are kind of speech act that covers the words are aimed at making the hearer to do something. The types of directive actsconsist of commanding, requesting, suggesting, forbidding, and inviting.[32] Furthermore, there are prohibiting, permitting, warning, advising, recommending, ordering, begging, asking, and praying.[33]

The point of directives are the hearer will take a particular action. For instance, "*don't be noisy!*" (prohibiting). We can see that the speaker prohibits the hearer not to speak too much and loudly or to keep silent. It means that directives are the utterance that used to make the hearer gives the effect or known as

---

[30]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 17.

[31]Zulfa Kunti Soraya, *An Analysis of Directive Illocutionary Acts Performed by The English Teacher in Teaching and Learning Process at The Eight Grade of SMP Negeri 2 Jetis*, (Thesis, State Institute of Islamic Studies Ponorogo, 2019), 34-35.

[32]Cutting, *Pragmatics and Discourse,* 17.

[33]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 198.

perlocutionary act based on the speaker's intention.[34] In other words, directives utterances used to express what the speakers want to do or simply means not from the listener's own will. Directives can be in positive and negative forms depend on the use.[35]

3) Commissives

Commissives illocutionary acts include acts in which the words commit the speaker to future action. In performing commissives, an intention is expressed by the speaker and the proposition in terms of future act also will be done by the speaker. Such as promising, offering, refusing, volunteering, vowing, and threatening.[36] The other examples are swearing, committing, pledging, guaranting, and contracting.[37] The commissives in an utterance can be seen in through example "*I will wait until you come*" (committing). It means the speaker commit her/himself to wait the hearer until he/she comes.

4) Expressives

Expressives are those words and expressions which state the speaker's feel. For example apologizing, regretting, praising, congratulating, and deploring.[38] In the other hand thanking, complimenting, condoling, welcoming, complaining, greeting, and leave-taking also the form of expressives.[39] The example of

---

[34]Zulfa Kunti Soraya, *An Analysis of Directive Illocutionary Acts Performed by The English Teacher in Teaching and Learning Process at The Eight Grade of SMP Negeri 2 Jetis*, (Thesis, State Institute of Islamic Studies Ponorogo, 2019), 35.

[35] George Yule, *Pragmatics,* (NewYork: Oxford University Press, 1996), 54.

[36]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 17.

[37]Asri Nur Rohmawati, *Speech Acts Analysis of The Main Character in Shrek Movie Script*, (Thesis, Institute of Islamic Studies Ponorogo, 2018), 21-22.

[38]Cutting, *Pragmatics and Discourse*, 17.

[39]Asri Nur Rohmawati, *Speech Acts Analysis of The Main Character in Shrek Movie Script*, (Thesis, Institute of Islamic Studies Ponorogo, 2018), 22.

expressive in an utterance is "*good morning, Lisa!"* (greeting). It means that the speaker greets the hearer named Lisa in the morning.

5) Declarations

Declarations are used to announce something clearly and it has direct change to the world through utterances such as declaring, resigning, and betting.[40] In performing declarations, it needs a special institutional role in a specific context in order to make the declaration appropriate. If the speaker does not have the role, her or his utterances will not be listened. The other example of declarations are marrying, naming, and baptizing.[41]

"I declare this building as Kresek Monument." That is the example of declaration in an utterance. This utterance is appropriate because the speaker was the governor of East Java at that time that is Mr. Soelarso in 1991.

3. Implementation of Illocutionary Act in the Classroom

In Indonesia, where English is a foreign language (EFL), teacher do not have to focus only on teaching grammar, vocabulary, pronunciation, and speeling or what students can refer to as grammatical or linguistic competence. Rather they need to focus on the communicative competence which is the ultimate goal for learning a foreign language.[42]

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, mophology, phonology and the like, as well as social knowledge about how and when to use utterances

---

[40]Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students,* (USA: Routledge, 2002), 16.
[41]Nurhidayah Permata Nurani, *A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo,* (Thesis, Yogyakarta State University, 2015), 25.
[42]Niveen Mohammad Zayed, "Jordanian EFL Teachers' and Students' Practice of Speech Acts in the Classroom", *International Journal on Studies in English Language and Literature (IJSELL),* 2 (May 2014), 1.

appropriately. Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the central to good classroom practice.[43]

Bachman presented the classification of language competence which consist of two main competence namely organizational competence and pragmatic competence. Organizational competence indicates grammatical competence (vocabulary, morphology, and syntax) and textual competence (cohesion, and rhetorical organization). While pragmatic competence indicates the illocutionary competence (ideational functions, manipulative functions, and imaginative functions) and sociolinguistic competence (sensitivity to dialect or variety, sensitivity to register, sensitivity to naturalness and understanding of cultural referents and figures of speech).[44]

In the other hand, Cohen classified pragmatic competence into two components named sociocultural ability and sociolinguistic ability. The former is used to determine which speech act is appropriate, taking into consideration the culture involved, the situation, and the speaker's background variables.[45] Therefore, within the context of the classroom, EFL learners need to be taught the different forms and responses of speech acts. It aimed to make the students able to communicate smoothly and properly with native speakers of English.[46] While foreign language teacher will improve their ability to prepare their learners to meet the challenge of producing more contextually appropriate speech in the target language.

---

[43]Lili Zhang, "Enhancing Communicative Competence through Free Messaging Apps in EFL Classes", *Creative Education,* 7 (November 2016), 2.

[44]Lyle F. Bachman, *Fundamental Considerations in Language Testing*, (Oxford: Oxford University Press, 1990), 82.

[45]A. Cohen, *Speech Acts,* in S. Mckay and N. Hornberger (Eds), *Sociolinguistics and Language Teaching,* (Cambridge: Cambridge University Press, 1996), 388.

[46]Niveen Mohammad Zayed, "Jordanian EFL Teachers' and Students' Practice of Speech Acts in the Classroom", *International Journal on Studies in English Language and Literature (IJSELL),* 2 (May 2014), 2.

4. **Teaching English**

   a. **The Definition of Teaching**

   Teaching and learning is something cannot be separated. Teaching that derived from word "teach" based on the Cambridge dictionary is used to give lessons in a particular subject at a school, university, etc.[47] According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Brown also defined that teaching is showing and helping someone to learn how to do something, giving instructions, guiding in the study of something, providing learner with knowledge, and causing learner to know or understand.[48]

   b. **The Definition of Teaching English**

   English in Indonesia becomes foreign language but it is actually an international language that should be mastered because it helps people easier in business, education, socialization, etc. Where English is a foreign language, the primary goal for the learner studying about English is to pass English exams that aimed to enter excellent senior high school and university, not to communicate in English as mother language.[49] It is because in Indonesia, English is a compulsory subject in junior and senior high school. While in elementary school and kindergaten, English is taught as the local content subject.

5. **WhatsApp**

   a. **The Definition of WhatsApp**

   Information and Communication Technology (ICT) affects greatly in the education world. The use of ICT in education, including language teaching and

---

[47]Online media, (online), https://dictionary.cambridge.org/dictionary/learner-english/teach?q=Teach accessed on Wednesday 4th August 2021.

[48]H. Douglas Brown, *Principles of Language Learning and Teaching,* (San Fransisco: Longman, 2000), 7.

[49]Jerry G. Gebhard, *Teaching English as A Foreign or Second Language: A Teacher Self-development and Methodology Guide,* (USA: The University of Michigan Press), 3.

learning, is a positive response to the its development. There has been a new trend in the ICT namely social network. It referred to networked tools that allow people to meet, interact, and share ideas or interests each other no exception between teachers and learners. The use of social network has become popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, Line and many others alike. The most recent popular social network is WhatsApp.[50]

WhatsApp is an application of free messenger that works across multiple platforms like android phones or iPhone. This application is being widely used among undergraduate students in sending multimedia messages such as photos, videos, audios along with simple text messages.[51] WhatsApp can be viewed as a social network that allows people to access a great deal of information rapidly. The simple operation scheme makes the program accessible to a variety of different ages and backgrounds. WhatsApp enables communication with anyone who possesses a smartphone, has an activity internet connection, and has installed the application.

b. **WhatsApp Group**

One of the unique in this application is the option to create a group and to communicate within its boundaries. The creator of the group becomes its manager, a position which has the privilege of adding and removing participants without the need for approval from the group members. Besides that, all of the participants in the group enjoy equal rights. The application enables the participants to receive or alert for each

---

[50]Said Fathy El Said Abdul Fattah, "The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills", *Journal of Education and Practice,* 6 (2015), 117.

[51]Sonia Gon and Alka Rawekar, "Effectivity of E-Learning through WhatsApp as a Teaching Learning Tool", *MVP Journal of Medical Sciences,* 4 (January-June, 2017), 19.

message sent or alternatively to mute the incoming alerts in the duration of 8 hours, a day, or a whole week.[52]

During this covid-19 pandemic, WhatsApp becomes one of media that used for discussing about lesson and information by the teacher and the students. Both of them have joined a Group of WhatsApp application that may contribute in expanding opportunities of verbal interactions through texts or voice messages.[53] In the WhatsApp Group, between the teacher and the students have unsynchronous learning that means the time is already set before and followed with the online of group members to join the indirect class together. They carry out two-way communication where the teacher can directly gives feedback to the students if it is needed. This is very useful for checking student's comprehension and to get their opinions.

WhatsApp Group chat can become an instructional media, communication media or others. Communication is a process of delivering messages, ideas, notions, thoughts, feelings and desires to other people by written or spoken which aimed to achieve similar understandings. Communication is the essence of an organization that can be done direct or indirect through the media.[54]

Over the past year, the use of WhatsApp as a communication platform for various student groups, and more recently for groups of teachers and their students as well. Teachers can create a WhatsApp Group to replace the offline class and still do interaction also give feedback to the students. As of today, WhatsApp has advantages over other technological tools employed by the education system such as low cost, simplicity, accessibility, and efficiency.

---

[52]Dr. Hamiyet Sayan, "Affecting Higher Students Learning Activity by Using WhatsApp", *Eeuropean Journal of Research and Reflection in Educational Sciences,* 4 (2016), 88.

[53]Amir Abdalla Minalla, "The Effect of WhatsApp Chat Group in Enhancing EFL Learners' Verbal Interactions Outside Classroom Context", *English Language Teaching,* 11 (December 2017-February 2018), 1.

[54]Nuning Kurniasih and Teuku Riyadhsyah, "Virtual Etnography Study of Inter-lecturer Communication in National Young Lectures Forum WhatsApp Group", *Advances in Social Science Education and Humanities Research* (ASSEHR), 127 (2017), 50.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research design, researcher's role, research location, data source, technique of data collection, technique of data analysis, checking validity of findings, and research procedure.

A. Research Design

A research design is simply the framework or plan for the research that is used as guidance in the process of collecting and analyzing the data.[55] In conducting this research, the researcher used qualitative approach that was descriptive qualitative design where the researcher could describe the types of speech acts that used by the teacher in teaching and learning English through WhatsApp Group chat and how did the teacher implement it during pre-teaching, whilst-teaching, and post-teaching. According to Gay, qualitative research is a research that collects, analyzes, and interprets the comprehensive narrative and visual data.[56]

Qualitative research is frequently done in the form of descriptive research. The descriptive research is the research to describe the process, condition, and the characteristic of an event. It includes surveys and fact-finding enquiries of different kinds.[57] In this research, the researcher conducted her research at the X MIPA 6 SMAN 3 Ponorogo. She joined their WhatsApp Group class to get the data by using documentation and observation also caught the information from interview.

---

[55]Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques,* (Romania: Bridge Center, 2015), 18.
[56]L.R Gay, *Educational Research,* (New York: Pearson Education, 2012), 17.
[57]C. R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age International Publishers, 2004), 2.

B. Researcher's Role

Qualitative research method applies the researcher as the main point in conducting the research. In the other words, the role of the researcher is cannot be separated. DeMUNCK stated that participant observation is the primary method used by anthropologist doing fieldwork.[58] In this research, the researcher was the key instrument. She would not get involved in the activities of the WhatsApp Group, but remain a passive member who became an observer, an interviewer, and a collector to get the data related with the use of speech acts in teaching English through WhatsApp Group class chat at SMAN 3 Ponorogo.

C. Research Location

In qualitative research, there must be the location used to conduct the study. The researcher conducted her research at SMAN 3 Ponorogo. It is located at Laks. Yos Sudarso III/I Street, Paju Village, Ponorogo. There are two major classes of the tenth grade namely science and society. But the class used by the researcher in this research was the science class. The researcher chose the English teacher and students of the tenth grade 6 science as the subjects of research in collecting the data. It was because this class was judged by the English teacher as the most active class among the tenth grade of science. So, the teaching and learning process would be more interactive.

D. Data Source

The definition of data is a collection of text, numbers or symbols in original or unorganized form.[59] It can be obtained from primary and secondary data. The primary data are those which are collected afresh and for the first time.[60] In this research, the primary data got from the online class activities of the tenth grade 6 science students in WhatsApp

---

[58]DeMunck, *Participant Observation*, 1998.

[59]Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide,* 2017, 5.

[60]C. R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International Publishers, 2004), 95.

Group. Due to the limitation of time, this research was conducted in four meetings at February until March academic year 2020/2021. It focused on English teacher's chats in WhatsApp Group that were functioned as speech acts which used and implemented during the teaching and learning process. Besides that, the person, paper, and all data gotten from the place are included as primary data.

While the secondary data means data that are already available or have been collected and analyzed by someone else.[61] These resources contain the result of the materials which are formed from primary data source. In this research, the secondary data were books, journals, and previous studies related to the speech acts. In addition, geographical location, the structure of the organization, the condition of the teacher and students were included as secondary data that obtained from documentation.

E. Technique of Data Collection

In this research, collecting data is one of things to do. Data collection technique is all of ways that are used by the researcher to get the data. It would provide valid data and information related to the types and implementation of speech acts in WhatsApp Group class chat by the English teacher. The techniques that used by the researcher to collect the data are following:

1. Observation

One of the data collection technique is observation. It refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.[62] In this case, where the research was conducted in times of pandemic, the observation was done by the direct involvement of the researcher in WhatsApp Group. It aimed to know how the teacher implemented speech acts during the online English teaching and learning process.

---

[61]*Ibid,* 111.
[62] Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 77.

According to Gay, there are two common types of observation. Those are participant observation and non-participant observation.[63] Participant observation is an observation where the observer becomes a part in group being observed. While for the observation conducted by the researcher was non-participant observation where she joined the WhatsApp Group and did observation there.

2. Interview

An interview is a purposeful interaction in which one person obtains information from another.[64] In interview, a social scientist meets individuals in order to interrogate them about various things. The purpose of interview is not collect superficial detail about the interview but is rather to probe into the inner life of the interviewee. So, the method of interview is direct as well as in depth study.[65]

In this research, the researcher interviewed the English teacher and several students. She interviewed about the implementation of speech acts in WhatsApp Group class chat such as in pre-activity, whilst activity, and post-activity during online learning in this pandemic era. The researcher wrote the list of questions first then continued with made an appointment with the interviewees.

3. Documentation

The one of valuable source information in descriptive qualitative research is document. It is because document consits of public and private records which qualitative researcher obtains about a site or participants in a study.[66] The documents of this research were in the form of written language that were the English teacher's chats in WhatsApp Group during the teaching and learning process. Besides that,

---

[63]L.R Gay, *Educational Research,* (New York: Pearson Education, 2012), 386.

[64]L.R.Gay and Geoffrey E Mills*, Educational Research Competencies for Analysis and Application,* (The United States of America: Pearson Education, 2012), 381.

[65]Rajendra Sharma, *Sociological Method,* (New Delhi: Atlantic, 2008), 20.

[66]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition),* (Boston: Pearson Education, 2012), 233.

documentation also taken from the school documents such as (the school profile, vission and mission, the structure of the school and others related to the school), screenshot chat photos of online learning, and field notes related to the research.[67]

F. Technique of Data Analysis

This study adopted the framework developed by Miles and Huberman to describe the procedures of data analysis. The data analysis consists of three streams of activity. They were data reduction, data display, and conclusion drawing andverification.

1. Data Reduction

According to Miles and Huberman, data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the data which have been collected. The researcher organized and reduced or reconfigured the mass of the data.[68]

In reducing data, the researcher began with read the data carefully. Then, she selected the important data that needed that were only the teacher's chats in WhatsApp Group class chat and identified the types of speech acts were written by the teacher in online learning process. Each of datum was assigned a code.

2. Data Display

The next point of data analysis by Miles and Huberman is data display which provide the organized and compressed information contains conclusion that can be drawn.[69]

Data display functioned as accessible information about the data. The researcher classified the teacher's illocutionary acts and displayed them in the data sheet of the research as follow.

Table 3.1 The Data Sheet of Research

---

[67]Maskhurin, *Research Method*, 2014.

[68] Mattew B. Miles and Michael Huberman, *Qualitative Data Analysis Second Edition*, (London: Sage Publication Ltd., 1994), 10.

[69]*Ibid.,*

No	Data	Illocutionary Act Types	Code
1.	How are you getting on this morning dears?	Asking	T1/04.02.21/1/D7

Code Information:

T1 : Number of Transcript

04.02.21 : Date of Datum

1 : Page of Transcript

D7 : Number of Datum in Data Sheet

Then, the researcher made the percentage of the data to know the dominant types and the lowest types of speech acts that were used by the English teacher in teaching the students. Here was the formula of percentage:

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

Note:

P = Percentage

F = Frequency

N = The Sum of Frequencies

3. Conclusion Drawing and Verification

In this phase, the researcher analyzed the data to be concluded. The conclusions in this part were the answers of research problems formulated before.

G. Checking Validity of Findings

Cavanagh stated that qualitative researchers should strive to achieve reliable and valid results.[70] It means that qualitative research findings should be tested for credibility or accuracy using terms and criteria which have been developed for the approach. Appleton

---

[70]John R. Cutcliffe and Hugh P. McKeena, *Establishing The Credibility of Qualitative Research Findings*, 1999, 375.

argues that the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the truth.[71]

According to Denzin, triangulation has 4 types, those are:[72] data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoritical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires and documents). In the other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher applied one of four types triangulation namely methodological triangulation which involves an interview both teacher and students by giving several questions related to speech acts and its implementation in the English teaching through WhatsApp Group class chat, observation within activity during teaching and learning process and the situation in online class also the documents which involve chat's screenshot photos of teaching and learning activity in WhatsApp Group, note in observing the online class, and field note of interview to get more valid data in this research.

Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact we need more than one source of information.[73] In this research, the researcher conducted this way in investigating the data of the types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo, and its implementation of during online learning.

---

[71]*Ibid.,*378.

[72]Norman K. Denzin, "Sociological Methods: A Sourcebook Fifth Edition", *Aldine Transaction ISBN 978-0-202-36840-1,* 2006.

[73]Robert C. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*, SariKnopBklen; United of America, 2007, 115.

H. Research Procedures

In this descriptive qualitative research, there are several procedures that must be done by the researcher to answer the problem statements of the research above. They were planning, applicating, and reporting the research result.

1. Planning

It began with the researcher had to arrange the research proposal, chose the research setting which was the school that conducted online learning using WhatsApp Group, the participant, chose the data collection techniques, prepared instrument that could support the researcher in obtaining the valid data, and others needed in conducting the research related into the research ethic.

2. Applicating

Furthermore, the data from documentation and interview were read carefullly by the researcher. The data were the English teacher's chats in WhatsApp Group class chat at the tenth grade 6 science SMAN 3 Ponorogo. Then continued with analyzing the types of speech acts that used by the English teacher, and how the speech acts were implemented in online English teaching and learning at the pre-teaching, whilst-teaching, and post-teaching.

3. Reporting

The last activity done by the researcher was reporting the result in the form of thesis writing about the analysis of speech acts in teaching English through WhatsApp Group class chat at SMAN 3 Ponorogo.

CHAPTER IV

RESEARCH FINDINGS

This chapter contains the important information because the researcher will show the data that have been gotten during the research time. The research findings are divided into two main part namely general data and specific data.

A. General Data

1. History of SMAN 3 Ponorogo

Following the Decree of the Indonesian Minister of Education and Culture (Prof. Fuad Hassan) number 03/10/U/1989, date June 5th, 1989 concerning the transfer of functions of SPG and SGO schools become another Vocational School or High School, Mr. Soetono as the official Head of the Ponorogo State SPG coordinate immediately with the Head of the Ministry of Education and Culture of Ponorogo Regency and also BP3 (School Committee) to determine what type of school that should be chosen. At the end, High School was the type of school that chosen.

In the beginning of the 1989/1990 school year, the registration of new students for SMAN 3 Ponorogo Sub-district was opened for the first time. The new students who are accepted as many as 200 boys and girls. These new students divided into 5 study group. And the third Monday of July 1989 the teaching and learning activity in SMAN 3 Ponorogo Sub-district was started.

In 1990/1991 SMAN 3 Ponorogo already has students of first and second grade. Then, in 1992/1992 students who studied at the Paju campus, Jl. Yos Sudarso III/1- absolutely as the students of SMAN 3 Ponorogo Sub-district.

As a motivation to improve the quality and credibility of a school, the Government make a regulation for all the school in Indonesia. The assessment regulation called as Accreditation. Accreditation is carried out by the Government in

every 5 years. The National Accreditation Board in Surabaya after conducting an assessment in SMAN 3 Ponorogo Sub-district through a letter (certificate) dated October 21ˢᵗ 2009 stated that SMAN 3 Ponorogo occupies position (rank) A. The position in rank A is valid until 2014/2015 school year.[74]

2. Motto, Visions, Missions, and Goals of SMAN 3 Ponorogo

a. Motto

My Presence is My Worship.

b. Visions

Become an educational institution which produces devout, intelligent, skilled students who are able to face global challenges.

c. Missions

1) Forming students who are devoted to the God Almighty and fostering religious life.

2) Improving the quality of human resources of residents of SMAN 3 Ponorogo and the commitment of their main tasks and functions.

3) Improving the learning and guidancing system effectively and creatively so that students able to develop according to potential that owned.

4) Building intelligent and skilled humans dealing with the development of information and communication technology and being independent in their work.

5) Implementing participatory, transparant, and accountable management so that it becomes the school of choice for the community.

6) Implementing Environmental Protection and Management Program which is integrated with school curriculum development.[75]

---

[74]See appendix 01/D/19-IV/2021 of documentation transcript
[75]See appendix 02/D/19-IV/2021 of documentation transcript

d. Goals

1) Forming human who are devoted to the God Almighty.

2) Improving the ability of teachers and employees in utilizing information and communication technology which aimed to improve services to the community.

3) Implementing a computerized system in administration and the creation of school administrations which meets the standards.

4) Producing students who become human beings with personality, intelligence, has quality and achievement in science and technology, sports and arts.

5) Instilling to the students a tenacious, competent, skilled, and independent in work attitude, and able to adapt with the development and change of times.

6) Preserving and introducing students to the regional or Javanese language procedures in forming personality and noble character.

7) The achievement of national exam scores according the standards set by BNSP,

8) Producing students by having foreign language communication skills which aimed to face global challenges.

9) Cultivating the role of the community, alumni, and private or state institutions in school development.

10) Creating a clean, cool, beautiful, comfortable, healthy, and pleasant school environment that support the learning activity.

11) Improving the concern of school residents to preserve, prevent, not to pollute and damage the environment.

12) The realization of the main choice for Senior High School by the community of Ponorogo and surrounding areas.[76]

---

[76]See appendix 03/D/19-IV/2021 of documentation transcript

3. Profile of SMAN 3 Ponorogo

 a. School name   : SMA NEGERI 3 PONOROGO

 b. NSS/NDS   : 301 051 117 002

 c. Status   : Negeri

 d. School Address   : -. Jln Laks Yos Sudarso Gg III/I

            -. Village   : Paju

            -. Sub-district : Ponorogo

            -. Regency   : Ponorogo

            -. Telephone number : [0352] 481525[77]

4. The Organization Structure of SMAN 3 Ponorogo

    Organization is a group of humans who work and help each other in order to reach the same goals. As well as in SMAN 3 Ponorogo which has school organization who work together to achieve the educational goals. Sadly, the headmaster of SMAN 3 Ponorogo was sick and temporarily replaced with the headmaster of SMAN 1 Babadan. The organization structure of SMAN 3 Ponorogo as follows:

 a. Executor of The Duties of Headmaster   : Mr. Sasmito Pribadi, M.Pd

 b. School Committe   : Dr. H. Sugihanto.HS, M.Ag

 c. Co. Administration   : Mrs. Sudarmi

 d. Co. Curriculum   : Mr. Aryanto Nugroho, S.Pd

 e. Co. Students   : Mr. Muhammad Asrori, S.Pd

 f. Co. Infrastructure   : Mr. Parta, S.Pd

 g. Co. Public Relations   : Dra. Ririn Ida Mawarti[78]

---

[77]See appendix 04/D/19-IV/2021 of documentation transcript
[78]See appendix 05/D/19-IV/2021 of documentation transcript

5. **Teachers and Staffs of SMAN 3 Ponorogo**

      The existence of teachers in education environment are undoubtedly very important. They are the first components of learning activities. It is because teacher play significant roles in the classroom such as organizer, resourcer, assessor, tutor, and observer. Therefore, it is necessary to pay attention of the teachers and staffs in the institution. In SMAN 3 Ponorogo, there are 66 teachers. It consists of 44 permanent teachers and 22 non-permanent teachers. In addition, there are 6 administrative staffs and 17 non-permanent staffs. The detail information is attached.[79]

c. **Students of SMAN 3 Ponorogo**

      A school which has the high quantity of students means that is a trusted school. Therefore, the presence of students in an education environment are also important. The total number of students in SMAN 3 Ponorogo in academic year 2020/2021 are 1055 both male and female students. There are 350 students at the tenth grade, 350 students at the eleventh grade, and 355 students at the twelve grade. The detail calculation of the student's division can be seen in the appendix.[80]

d. **Infrastructures of SMAN 3 Ponorogo**

      Infrastructure includes the facilities that has been prepared by an organization. In school, it supports the process of teaching and learning activities become run well and facilitates the school residents to achieve their goals. Without adequate infrastructure, the learning process will be more difficult. Therefore, the school facilities are always completed and updated periodically. The information about infrastructure of SMAN 3 Ponorogo is attached.[81]

---

[79]See appendix 06/D/19-IV/2021 of documentation transcript
[80]See appendix 07/D/19-IV/2021 of documentation transcript
[81]See appendix 08/D/19-IV/2021 of documentation transcript

B. Specific Data

The decrypted data were collected through observation and interview. Before entered the research time, the researcher did pre-research that were observation and interview on January 23rd 2021 and February 2nd 2021 with the English teacher of SMAN 3 Ponorogo. It aimed to know how were the speech acts performed by the teacher in English teaching and learning through WhatsApp Group and chose the class to conduct the research based on some suggestions and considerations from the English teacher.

Then, the researcher conducted this research in four meetings during February until March academic year 2020/2021 using observation and documentation in WhatsApp Group class chat. Besides that, the researcher also did an interview with the English teacher and several students of the tenth grade of SMAN 3 Ponorogo. It was done to give detail information about the implementation of speech acts in English teaching and learning. After conducting those steps that were observation, documentation and interview, the data obtained are following:

1. **The Types of Speech Acts Performed by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo**

These data findings are related to the types of speech acts in terms of illocutionary acts performed by the English teacher during teaching and learning process at SMAN 3 Ponorogo. Searle classifies speech acts into five categories. They are representatives, directives, commissives, expressives, and declarations.

Based on documentation on Thursday, February 4th 2021, Thursday, February 11th 2021, Thursday, March 4th 2021, and Thursday, March 18th 2021 in online learning using WhatsApp Group. This research found that there were only four types of speech acts performed by the teacher, namely representatives, directives, commissives, and expressives. Furthermore, each types of speech acts represent some functions such as stating, asserting, informing, reminding, commanding, requesting, inviting, advising,

ordering, asking, praying, committing, apologizing, congratulating, thanking, complimenting, greeting, and leave-taking. The distribution of each speech act in terms of illocutionary act performed by the English teacher is illustrated as follows:

Table 4.1 The Data Findings of the Types of Speech Acts Performed by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo

No	Data	Illocutionary Act Types	Code
1.	Assalamualaikum warrohmatullohi wabarokatu n happy morning my super students.	Greeting	T1/04.02.21/1/D1
2.	Let's get praying first!	Inviting	T1/04.02.21/1/D3
3.	Was it rain at your house last night?	Asking	T1/04.02.21/1/D5
4.	How are you getting on this morning dears?	Greeting	T1/04.02.21/1/D7
5.	Do you forget that this week is the first week in this month?	Asking	T1/04.02.21/1/D9
6.	Please answer "sure, I am stunning".	Requesting	T1/04.02.21/1/D10
7.	What is the meaning of stunning?	Asking	T1/04.02.21/1/D11
8.	Good!	Complimenting	T1/04.02.21/1/D13
9.	Now, try to make a sentence using 'stunning'!	Ordering	T1/04.02.21/1/D14
10.	Good!	Complimenting	T1/04.02.21/1/D16
11.	Once more.	Ordering	T1/04.02.21/1/D17
12.	Thank you.	Thanking	T1/04.02.21/1/D19
13.	Remember ya!	Commanding	T1/04.02.21/1/D20
14.	How are you getting on my super students?	Greeting	T1/04.02.21/1/D21
15.	But, let me ask first.	Asking	T1/04.02.21/1/D23
16.	What do you feel along school from home?	Asking	T1/04.02.21/1/D24
17.	We must be patient for better future.	Advising	T1/04.02.21/1/D26
18.	When do you have quality time with your family?	Asking	T1/04.02.21/1/D27
19.	What do you discuss at that time?	Asking	T1/04.02.21/1/D29
20.	Wow, how amazing your family is!	Complimenting	T1/04.02.21/1/D31
21.	Have you ever asked to your parents about their struggle in this life?	Asking	T1/04.02.21/1/D32
22.	You are funny!	Complimenting	T1/04.02.21/1/D34
23.	Well, it is time for you to explore your writing competence.	Informing	T1/04.02.21/1/D36
24.	Write recount text about your father's unforgottable experience!	Commanding	T1/04.02.21/1/D37
25.	The text is in past tense ya guys. So, the text use verb 2.	Informing	T1/04.02.21/2/D38
26.	Underline it!	Commanding	T1/04.02.21/2/D39
27.	Do you remember what paragraph in recount text is?	Asking	T1/04.02.21/2/D40
28.	Dea, good!	Complimenting	T1/04.02.21/2/D42
29.	Good!	Complimenting	T1/04.02.21/2/D45
30.	Well guys, you can start writing and put your work in GC.	Informing	T1/04.02.21/2/D46
31.	I will check tonight and you can revise.	Committing	T1/04.02.21/2/D47

No	Data	Illocutionary Act Types	Code
32.	Make sure that it is your father story, and honest in doing this.	Asserting	T1/04.02.21/2/D48
33.	You have time 2 weeks to write and 1 week for presentation.	Informing	T1/04.02.21/2/D49
34.	Do your best!	Commanding	T1/04.02.21/2/D50
35.	Any question?	Asking	T1/04.02.21/2/D51
36.	Well I close this meeting and you can continue doing the work happily.	Informing	T1/04.02.21/2/D53
37.	Thank you for your attention.	Thanking	T1/04.02.21/2/D54
38.	I have special prize for all of you, who are very active.	Informing	T1/04.02.21/2/D55
39.	The prize is my prayer, may you have stunning life forever.	Praying	T1/04.02.21/2/D56
40.	Aamiin. Thanks.	Thanking	T1/04.02.21/2/D58
41.	Bye.	Leave-taking	T1/04.02.21/2/D59
42.	Assalamualaikum and happy morning dear.	Greeting	T2/11.02.21/1/D1
43.	How are you getting on?	Greeting	T2/11.02.21/1/D2
44.	Alhamdulillah. Glad hearing that.	Congratulating	T2/11.02.21/1/D4
45.	Well, let us pray first.	Inviting	T2/11.02.21/1/D5
46.	Done?	Asking	T2/11.02.21/1/D6
47.	The weather in my house is really nice this morning.	Informing	T2/11.02.21/1/D8
48.	What about in your house?	Asking	T2/11.02.21/1/D9
49.	Great!	Complimenting	T2/11.02.21/1/D11
50.	Keep spirit!	Commanding	T2/11.02.21/1/D13
51.	By the way, what is your breakfast menu in this nice morning?	Asking	T2/11.02.21/1/D14
52.	You are lucky. You have good mother.	Stating	T2/11.02.21/1/D16
53.	Alhamdulillah we can enjoy everything we get.	Stating	T2/11.02.21/1/D18
54.	Actually I already gave comment in all your work last week.	Informing	T2/11.02.21/1/D19
55.	Sorry, I cannot admit you one by one due to the appointment to meet Mrs.Retno (Kadis Pendidikan).	Apologizing	T2/11.02.21/1/D21
56.	Maybe our meeting here will be closed early.	Informing	T2/11.02.21/1/D22
57.	Thank you for your hard work.	Thanking	T2/11.02.21/1/D23
58.	Pay attention!	Asking	T2/11.02.21/1/D24
59.	Paragraph 1 is paragraph orientation. Check what you must write here. So, you don't write how the story happened. You don't start write story directly.	Informing	T2/11.02.21/1/D25
60.	In paragraph 2 and so on, write how the event happened. An event only. Not daily activity. Write in S + V2 + O + K. Use to be was/were.	Informing	T2/11.02.21/1/D26

No	Data	Illocutionary Act Types	Code
61.	The last paragraph is re-orientation. Supporting idea in the first paragraph.	Informing	T2/11.02.21/1/D27
62.	Any question?	Asking	T2/11.02.21/1/D28
63.	You can collect video in GC, Recount 7th meeting.	Informing	T2/11.02.21/1/D30
64.	Don't give backsound!	Commanding	T2/11.02.21/1/D31
65.	Anything else?	Asking	T2/11.02.21/1/D32
66.	Have you understood guys?	Asking	T2/11.02.21/1/D34
67.	Have a nice studying.	Leave-taking	T2/11.02.21/2/D36
68.	Assalamualaikum warrohmatullohi wabarokatu n happy Thursday class.	Greeting	T3/04.03.21/1/D1
69.	Get up! Get up!	Commanding	T3/04.03.21/1/D2
70.	How is your day?	Greeting	T3/04.03.21/1/D4
71.	Upz, we are in new March.	Apologizing	T3/04.03.21/1/D6
72.	Please answer "my day is quite fabulous".	Requesting	T3/04.03.21/1/D7
73.	What does it mean?	Asking	T3/04.03.21/1/D9
74.	Thanks, Raka.	Thanking	T3/04.03.21/1/D11
75.	May I know your activity last night arround 8 o'clock?	Asking	T3/04.03.21/1/D12
76.	Another?	Asking	T3/04.03.21/1/D14
77.	Do you like K-drama?	Asking	T3/04.03.21/1/D16
78.	Is K-drama imaginative story or true story?	Asking	T3/04.03.21/1/D18
79.	Correct.	Stating	T3/04.03.21/1/D20
80.	What do you get after watching K-drama?	Asking	T3/04.03.21/1/D21
81.	Well.. to get more entertainment, we will study narrative text.	Informing	T3/04.03.21/1/D23
82.	Do you remember what narrative text is?	Asking	T3/04.03.21/1/D24
83.	Good! You are clever!	Complimenting	T3/04.03.21/1/D26
84.	Well, we will study narrative text in 7 meeting ya guys.	Informing	T3/04.03.21/1/D27
85.	Ready?	Asking	T3/04.03.21/1/D28
86.	So, in the last of meeting you can entertain by delivering your story. Make us cry, smile, laugh, afraid, or...	Informing	T3/04.03.21/1/D30
87.	Clear?	Asking	T3/04.03.21/1/D31
88.	Good!	Complimenting	T3/04.03.21/1/D33
89.	Please analyze the video in GC!	Ordering	T3/04.03.21/1/D34
90.	Thank you very much.	Thanking	T3/04.03.21/2/D36
91.	Any question?	Asking	T3/04.03.21/2/D38
92.	It is 8'clock dears. Time is over.	Informing	T3/04.03.21/2/D39
93.	Thanks for everything.	Thanking	T3/04.03.21/2/D40
94.	Submit your work before 7 p.m!	Commanding	T3/04.03.21/2/D41
95.	See you!	Leave-taking	T3/04.03.21/2/D42

96.	Hello hello hello, assalamualaikum and prosperous morning guys.	Greeting	T4/18.03.21/1/D1
97.	How are you getting on?	Greeting	T4/18.03.21/1/D3
98.	I am really glad hearing it.	Congratulating	T4/18.03.21/1/D5
99.	Come on pray together first!	Inviting	T4/18.03.21/1/D6
100.	Done?	Asking	T4/18.03.21/1/D7
101.	Did you have special activity last holiday?	Asking	T4/18.03.21/1/D9
102.	Another?	Asking	T4/18.03.21/1/D11
103.	I planted flower last holiday.	Informing	T4/18.03.21/1/D13
104.	What did I do last holiday?	Asking	T4/18.03.21/1/D14
105.	Bu Ririn said...	Stating	T4/18.03.21/1/D15
106.	Difficult?	Asking	T4/18.03.21/1/D16
107.	Direct and indirect speech. In narrative we will find direct and indirect speech.	Informing	T4/18.03.21/1/D17
108.	Study once again about narrative text in GC!	Ordering	T4/18.03.21/1/D18
109.	Determine direct and indirect speech and identify the verb changes!	Ordering	T4/18.03.21/1/D19
110.	No question?	Asking	T4/18.03.21/1/D20
111.	Have a nice studying.	Leave-taking	T4/18.03.21/1/D22
112.	Don't foget to pray Dhuha ya!	Reminding	T4/18.03.21/1/D23

Related to the table above, the percentage of speech acts in terms of illocutionary acts performed by the teacher during the English teaching and learning using WhatsApp Group at the Tenth Grade 6 Science of SMAN 3 Ponorogo will be presented as follows:

Table 4.2 The Percentage of the Types of Speech Acts Performed by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo

No.	Classification of Searle's Speech Acts	Illocutionary Acts	Frequency	Percentage
1.	Representatives	1. Stating	4	3,56%
		2. Asserting	1	0,90%
		3. Informing	19	16,96%
		4. Reminding	1	0,90%
Total			25	22,32%
2.	Directives	1. Commanding	8	7,13%
		2. Requesting	2	1,79%
		3. Inviting	3	2,68%
		4. Advising	1	0,90%
		5.Ordering	5	4,46%
		6. Asking	33	29,46%
		7. Praying	1	0,90%
Total			53	47,32%

No.	Classification of Searle's Speech Acts	Illocutionary Acts	Frequency	Percentage
3.	Commissives	1. Committing	1	0,90%
Total			1	0,9%
4.	Expressives	1. Apologizing	2	1,79%
		2. Congratulating	2	1,79%
		3. Thanking	7	6,24%
		4. Complimenting	9	8,03%
		5. Greeting	9	8,03%
		6. Leave-taking	4	3,58%
Total			33	29,46%
Total of illocutionary act occurances			112	100%

Table 4.2 shows that 112 data contains of illocutionary acts. The directives are the most dominant type of illocutionary act used by the English teacher. There are 53 data (47,32%) containing directives acts. While the commissives is the lowest rank frequency of illocutionary acts with only 1 datum (0,9%). In addition, based on illocutionary functions asking is the most frequent illocutionary functions used by the teacher of SMAN 3 Ponorogo in English teaching and learning. There are 33 data asking (29,46%) of illocutionary function. On the other hand asserting, reminding, advising, praying, and committing have the fewest illocutionary function with only 1 datum (0,90%).

2. **The Implementation of Speech Acts Presented by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo**

In this covid-19 pandemic, all learning activities are diverted from offline to online. Certainly it starts new experience for all of the school's residents mainly the teachers. The researcher got the data from online observation by joining the WhatsApp Group of X MIPA 6 which was used for the teaching and learning process with the English teacher as the subject of this research. The steps of each meeting in online teaching and learning process in WhatsApp Group as follows:

A. First meeting

1. Pre-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Expressives

a) Greeting

-"Assalamualaikum warrohmatullohi wabarokatu n happy morning my super students"

-"How are you getting on this morning dears?"

b) Complimenting

-"Good!"

c) Thanking

-"Thank you"

2. Directives

a) Inviting

-"Let's get praying first!"

b)Asking

-"Was it rain at your house last night?"

-"Do you forget that this week is the first week in this month?"

-"What is the meaning of stunning?"

c) Requesting

-"Please answer "sure I am stunning""

d) Ordering

-"Now, try to make a sentence using 'stunning'"

-"Once more!"

e) Commanding

-"Remember ya!"

Mrs. Ririn Ida Mawarti said:

> "At pre-teaching I always gives *salam*, greets my students, and pray together such as: "Assalamualaikum warrohmatullohi wabarokatu n happy morning dear", "How are you getting on?", "Let us get praying first!".[82]

When began the lesson, Mrs. Ririn started it by greeting the students. Then invited them to pray together.[83] The teacher tries to get the students' attention.

2. Whilst-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directives

a) Asking

-"But, let me ask first"

-"What do you feel along school from home?"

-"When do you have quality time with your family?"

-"What do you discuss at that time?"

-"Have you ever asked to your parents about their struggle in this life?"

-"Do you remember what paragraph in recount text is?"

b) Commanding

-"Write recount text about your father's unforgottable exprerience!"

-"Underline it!"

-"Do your best!"

2. Expressive

a) Complimenting

-"Wow, how amazing your family is!"

-"You are funny!"

-"Dea, good!"

---

[82]See the appendix 01/I/19-IV/2021 interview transcript

[83]See the appendix 01/O/04-II/2021 observation transcript

-"Good!"

3. Representatives

a) Informing

-"Well, it is time for you to explore your writing competence"

-"The text is in past tense ya guys. So the text use verb 2"

-"Well guys, you can start writing and put your work in GC"

-"You have time 2 weeks to write and 1 week for presentation"

b) Asserting

-"Make sure that it is your father story, and honest in doing this!"

4. Commissive

a) Committing

-"I will check tonight and you can revise"

Mrs. Ririn Ida Mawarti stated:

> "The expressions that I used at whilst teaching for example in recount text material such as: "Have you ever asked to your parents about their struggle in this life?", Then continued with direction "Write recount text about your father's unforgettable experience!".[84]

The teacher asked the students' understanding about recount text and its generic structure. Then, asserted the students that they had to be honest in doing their task and submit it in Google Classroom.[85]

3. Post-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directives

a) Asking

---

[84]See the appendix 01/I/19-IV/2021 interview transcript
[85]See the appendix 01/O/04-II/2021 observation transcript

-"Any question?"

b) Praying

-"The prize is my prayer, may you have stunning life forever"

2. Representative

a) Informing

-"I have special prize for all of you, who are very active"

3. Expressives

a) Thanking

-"Thank you very much"

-"Aamiin. Thanks"

b) Leave-taking

-"Bye"

Mrs. Ririn Ida Mawarti also stated:

> "While at post-teaching I just use expressions such as: "Any question?", " Thanks for your attention", "Bye", and "Have a nice studying"."[86]

At the end of the lesson, the teacher asked do the students had question and ended the meeting by saying thanking. She also gave pray to the students who were very active during the lesson.[87] The prayer from the teacher is a hope that students can be more enthusiastic in learning activities also a form of sincerity so that her students have a better life in the future.

B. Second meeting

1. Pre-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

---

[86]See the appendix 01/I/19-IV/2021 interview transcript
[87]See the appendix 01/O/04-II/2021 observation transcript

1. Expressives

a) Greeting

-"Assalamualaikum and happy morning dear"

-"How are you getting on?"

b) Congratulating

-"Alhamdulillah, glad hearing that"

c) Complimenting

-"Great!"

2. Directives

a) Inviting

-"Well, let us pray first"

b) Asking

-"Done?"

-"What about in your house?"

-"By the way, what is your breakfast menu in this nice morning?"

c) Commanding

-"Keep spirit!"

3. Representative

a) Stating

-"You are lucky. You have good mother"

-"Alhamdulillah we can enjoy everything we get"

Arnika Ayu Oktaviani, a student of tenth grade of SMAN 3 Ponorogo also stated:

> "At the opening Mrs. Ririn stated: "Assalamualaikum and happy morning dear", "How are you getting on?", and "Well, let us pray first. Go!".[88]

When began the lesson, the teacher gave *salam* and greets the students.

---

[88]See the appendix 03/I/19-IV/2021 interview transcript

Continued by inviting them to pray together and both of the teacher and the students had small talk about the weather condition and students breakfast.[89] It is used to make the students comfort with the lesson that day.

2. Whilst-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Representative

a) Informing

-"Actually, I already gave comment in all your work last week"

-"Maybe our meeting here will be closed early"

-"Paragraph 1 is paragraph orientation. Check what you must write here. So, you don't write how the story happened. You don't start write the story directly"

-"In paragraph 2 and so on, write how the event happened. Remember. An event only. Not daily activity. Write in S + V2 + O + K. Use to be was/were"

-"The last paragraph is re-orientation. Supporting idea in the first paragraph"

2. Expressives

a) Apologizing

-"Sorry, I cannot admit you one by one due to the appointment to meet Mrs. Retno (Kadis Pendidikan)"

b) Thanking

-"Thank you for your hard work"

3. Directive

a) Asking

-Pay attention!

Arini Puspita Ningrum said:

"During learning about recount text Mrs.Ririn asserted: "Paragraph

---

[89]See the appendix 02/O/11-II/2021 observation transcript

1 is paragraph orientation", "In paragraph 2 and so on write how the event happened", "The last paragraph is re-orientation to support idea in the first paragraph".[90]

The teacher informed that she already gave comment in the student task in Google Classroom. But, she had to close the meeting early because she had an appoinment to meet Mrs. Retno (*Kadis Pendidikan).* Before that, she explained about the structure and the content of recount text and gave direction to the students.[91]The teacher gave futher information about recount text material in the simple way so that students can understand it easily.

3. Post-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directives

a) Asking

-"Any question?"

-"Anything else?"

-"Have you understood guys?"

b) Commanding

-"Don't give backsound!"

2. Representative

a) Informing

-"You can collect video in GC, Recount 7th meeting"

3. Expressive

a)Leave-taking

-"Have a nice studying"

---

[90]See the appendix 02/I/19-IV/2021 interview transcript
[91]See the appendix 02/O/11-II/2021 observation transcript

Arnika Ayu Oktaviani said:

> "At the closing time Mrs.Ririn stated: "Have you understood guys?", and "Have a nice studying".[92]

Another expression that used by the teacher to close the meeting that day is have a nice studying. The teacher hopes that after she ends the lesson, the students still study and excited to live the day.

C. Third meeting

1. Pre-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Expressives

a) Greeting

-"Assalamualaikum warrohmatullohi wabarokatu n happy Thursday class"

-"How is your day?"

b) Apologizing

-"Upz, we are in new March"

c) Thanking

-"Thanks, Raka"

2. Directives

a) Commanding

-"Get up! Get up!"

b) Requesting

-"Please answer "my day is quite fabulous""

c) Asking

-"What does it mean?"

---

[92]See the appendix 03/I/19-IV/2021 interview transcript

Aisyah Intan Anggraini stated:

> "At the opening stage Mrs Ririn said: "Assalamualaikum warrohmatullohi wabarokatu n happy Thursday class", "How is your day?", and "Come on pray together first!".[93]

The teacher gave *salam* and greeting to the students. She also gave new vocabulary as the answer of greeting. At this month, the teacher gave "my day is quite fabulous" as the answer.[94] The teacher consistently give uncommon word to the students so that their vocabulary will be increased.

2. Whilst-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directive

a) Asking

-"May I know your activity last night arround 8 o'clock?"

-"Another?"

-"Do you like K-drama?"

-"Is K-drama imaginative story or true story?"

-"What do you get after watching K-drama?"

-"Do you remember what narrative text is?"

-"Ready?"

-"Clear?"

2. Representatives

a) Stating

-"Correct"

b) Informing

-"Well.. to get more entertainment, we will study narrative text"

-"Well, we will study narrative text in 7 meeting ya guys"

[93]See the appendix 04/I/19-IV/2021 interview transcript
[94]See the appendix 03/O/04-III/2021 observation transcript

-"So, in the last of meeting you can entertain by delivering your story. Make us cry, smile, laugh, afraid, or..."

3. Expressives

a) Complimenting

-"Good! You are clever!"

-"Good!"

b) Thanking

-"Thank you very much"

4. Directive

a) Ordering

-"Please analyze the video in GC!

The teacher informed that the students will study about narrative text and they had to make the video presentation.[95] The delivery material from the teacher is interested because she tried to get the students' attention by asking their activity last night.

3. Post-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directives

a) Asking

-"Any question?"

b) Commanding

-"Submit your work before 7 p.m!"

2. Representative

a) Informing

-"It is 8 o'clock dears. Time is over"

3. Expressives

---

[95]See the appendix 03/O/04-III/2021 observation transcript

a) Thanking

-"Thanks for everything"

b) Leave-taking

-"See you!"

At the end of the lesson, the teacher asked do the students have question. The teacher ended the meeting by saying thanking and closed the meeting with expression "see you!".[96] The teacher announce that the time is over so she close the lesson immediately so that the students can join the next lesson.

D. Fourth meeting

1. Pre-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Expressives

a) Greeting

-"Hello hello hello, assalamualaikum and prosperous morning guys"

-"How are you getting on?"

b) Congratulating

-"I am really glad hearing it"

2. Directives

a) Inviting

-"Come on pray together first!"

b) Asking

-"Done?

---

[96]See the appendix 03/O/04-III/2021 observation transcript

Teacher gave *salam* and greets to the students. She also invited the students to pray together.[97] Teacher always instilling religious values before starting the lesson that day.

2) Whilst-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directives

a) Asking

-"Did you have special activity last holiday?"

-"Another?"

-"What did I do last holiday?"

-"Difficult?"

b) Ordering

-"Study once again about narrative text in GC!"

-"Determine direct and indirect speech and identify the verb changes!"

2. Representatives

a) Informing

-"I planted flower last holiday

b) Stating

-"Bu Ririn said..."

The teacher asked about the students activity last holiday. It used to make an example about direct and indirect speech in narrrative material. But, because none of the students had an activity last holiday, the teacher gave example about her activity.[98] In here, the teacher tries to give explanation by giving question first.

---

[97]See the appendix 03/O/18-III/2021 observation transcript

[98]*Ibid*.,

3. Post-teaching

The implementation of teacher's speech acts in WhatsApp Group class chat such as:

1. Directive

a) Asking

-"No question?"

2. Expressive

a) Leave-taking

-"Have a nice studying"

3. Representative

a) Reminding

-"Don't forget to pray Dhuha ya!"

Teacher asked to the students was the instruction from her clear enough or yet. Then, closed the meeting with expression "have a nice studying" and reminded the students to have pray *Dhuha*.[99] The teacher also instilling religious value to the students at the end of the lesson.

---

[99]See the appendix 03/O/18-III/2021 observation transcript

CHAPTER V

DISCUSSION

In this chapter, the researcher describe the result of the research based on the statements of the problem.

A. The Analysis of The Types of Speech Acts Performed by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo

Based on the findings, there were four kinds of speech acts performed by the English teacher of SMAN 3 Ponorogo during four meetings of teaching and learning process in WhatsApp Group. They were representatives, directives, commissives, and expressives. These types of speech acts are proposed by Searle who puts emphasis on the illocutionary acts.

1. Representatives

Representatives are those types of speech acts that represent what the speaker believes and do not believes. The production of representatives were revealed as the third place of speech acts performed by the English teacher during teaching and learning process. They appeared in 25 acts from the total acts of 112. For these types of speech acts, the illocutionary functions are stating, asserting, informing, and reminding.

a. Stating

Stating is one kind of representatives that used to state fact. It usually in the form of stating a fact or opinion. The researcher found 4 data illocutionary function of stating (3,56%). The example of stating performed by the English teacher as follows:

T : By the way, what is your breakfast menu in this nice morning?

S : My breakfast today is fried rice made by my mother Ma'am.

T : **You are lucky**. **You have a good mother**.

(T2/11.02.21/1/D16)

In the datum exemplified above, at first the teacher asks about what is the student's breakfast this morning. Then, after having the student's response that he has fried rice for his breakfast which made by her mother, the teacher states two sentences expressed stating. One of them is in the form of nominal sentence where the teacher states using adjective verb which is *lucky*. And the other one is in the form of verbal sentence where the teacher states that her student has a good mother showed by the verb *have*. The teacher states those utterances because the student is a lucky child for having a good mother who cooks for her a breakfast before the online class.

Another act of stating is performed in the following utterance:

S : My breakfast today is pecel rice made by my mother Ma'am.

T : **Alhamdulillah we can enjoy everything we get**.

(T2/11.02.21/1/D18)

This is a continuation of the question above where the teacher asks about the student breakfast. The other student answers she has pecel rice for breakfast. Then, the teacher states a grateful expression marked by the word *alhamdulillah* and complemented with a statement that is verbal sentence containing verb *enjoy* and preceded by modal *can*. It is because all of her students can enjoy everything they have been gotten such as the food in this case.

b. **Asserting**

Asserting used to assert something. It is like a repetition of stating because it makes the statement stronger. During the English teaching and learning process, asserting was expressed once by the teacher (0,90%). The example is presented below:

T : Well, it is time for you to explore your writing competence.

T : Write recount text about your father's unforgottable experience!

T : Remember, the text is in past tense ya guys. So, the text use verb 2.

T : Underline it!

T : Do you remember what paragraph in recount text is?

S : 1. Orientation. 2. Events. 3. Re-orientation.

T : Dea, good!

S : 1. Orientation: the opening of the recount text. It provides the settings and introduces the participants. 2. Events: tell about what happened, step by step. 3. Re-orientation: closure of events.

T : Good!

T : Well guys, you can start writing and put your work in GC.

T : I will check tonight and you can revise.

T : **Make sure that it is your father story, and honest in doing this**.

(T1/04.02.21/2/D48)

Those conversations between the teacher and the students started with the teacher informs to the students that they will have writing competence that is recount text. The students have to write a recount text about their father's unforgettable experience in stuggling for them so that their dreams can be achieved. It aimed to make the relationship between the students and their father become closer and the students can always respect their father because of many stuggles he has done. At the end, the teacher asserts the students that they should make sure the story is truly from their father and honest in their work.

c. **Informing**

Informing is used if the teacher gives the information to the students related

with the teaching and learning process. Informing functions is the most dominant in the representatives. The researcher found 19 data illocutionary function of informing (16,96%). Below is one example of stating performed by the teacher:

T : **The weather in my house is really nice this morning**.

(T2/11.02.21/1/D8)

The utterance above contains function of informing where the teacher informs to the students about the really nice weather condition of her house this morning. This is a small talk given by the teacher in the pre-teaching activity to make bonding between the teacher and the students. It also aimed to make the students respond actively to the information from the teacher and they will more ready to continue the material of learning.

The following utterance also illustrates the act of informing:

T : Any question?

S : I'm sorry Ma'am, I want to ask, what was the last video collection today Ma'am?

T : **You can collect video in GC, Recount 7th meeting**.

(T2/11.02.21/2/D30)

In the data above the teacher asks to the students do they have any question. Then, a student asks about when is the collection time about their task of making video. She wants to make sure is it collected today or not. The teacher replies clearly that students can collect their video task at the seventh meeting of recount in Google Classroom.

Another act of informing is performed in the following utterance:

T : Do you like K-drama?

S : Yes, I do.

T : Is K-drama imaginative story or true story?

S : Imaginative story, Ma'am.

T : Correct.

T : What do you get after watching K-drama?

S : I got an entertainment Ma'am.

T : **Well.. to get more entertainment, we will study narrative text**.

(T3/04.03.21/1/D23)

The teacher's utterance above illustrate an act of informing. It said by the teacher at pre-teaching activity. The teacher begins it by asking a question do the students love about Korean drama and surprisingly most of them love it very much. The teacher continue asks about what kind of story Korean drama is and the students can answer it correcly that is imaginative story. Teacher also asks about what the benefit from watching K-drama, then student replies she got an entertainment. Knowing that her students love very much about K-drama, the teacher informs them that they will get more entertainment by studying the new material which is narrative text. It can be concluded that before the teacher informs new thing, she connects it first by asking some questions.

d. **Reminding**

The purpose of reminding is to remind someone to do something. This illocutionary function of representatives only has 1 datum (0,90%). Below is the example of reminding performed by the teacher:

T : No question ya guys?

S : No, Ma'am.

T : Have a nice studying.

T : **Don't foget to pray Dhuha ya!**

<div align="right">(T4/18.03.21/1/D23)</div>

In performing reminding, the teacher expressed it directly by the use of imperrative form. At the post-teaching, the teacher close the lesson by asking do the students have question or not and when the students say there is no question, the teacher expresses leave taking by saying *have a nice studying* and reminds the students to do *dhuha* pray.

2. Directives

Directives are the category concerned with an effort made by the addresser to drive the addressee to do something.[100] The production of directives were the highest types performed by the teacher during the teaching and learning process. It appeared in 53 acts from the total acts of 112. The illocutionary functions of these types are commanding, requesting, inviting, advising, ordering, asking, and praying.

a. Commanding

Commanding is tell someone to do something that have a great degree of strengths derives from the fact.[101] The researcher found 8 data illocutionary function of commanding (7,13%). The example of commanding performed by the English teacher as follows:

T : You have time 2 weeks to write and 1 week for presentation.

T : **Do your best!**

<div align="right">(T1/04.02.21/2/D50)</div>

---

[100]Syukri Rizki and Jelena Golubovic, "An Analysis of Speech Act of Omar Mukhtar's Utterance in Lion of the Desert Movie", *Journal of Language, Education , and Humanities,* 7 (May 2020), 7.
[101]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 201.

The teacher uttered the utterance above after informing to the students that they have three weeks to do the task. The first two weeks is the time to write and the rest is for presenting. The teacher gives expression of command *do your best!* to the students so that they will do their task in the best way because the students still have much time for preparing and practicing it well.

Another act of informing is performed in the following utterance:

T : The weather in my house is really nice this morning.

T : What about in your house?

S : My house too Ma'am.

T : Great!

S : My house is cloudy Ma'am.

T : **Keep spirit!**

(T2/11.02.21/1/D13)

The teacher informs to their students about the weather condition in her house this morning which is really nice. Then she asks how about the students' weather condition and most of them answer that their house is nice too same with the teacher. While several students answer that their house weather condition is cloudy. Knowing the different answers, the teacher gives command to the students to keep spirit although the condition of weather is not supported. That is not an excuse for being lazy and not participating in the lesson today.

b. **Requesting**

Requesting is an illocutionary function in the polite form to ask someone to do something. During the English teaching and learning process, requesting was expressed in the 2 data (1,79%). Below is the example of requesting:

T : How are you getting on this morning dears?

S : Alhamdulillah Ma'am, I am remarkable.

T : Do you forget that this week is the first week in this month?

T : **Please answer "sure, I am stunning".**

(T1/04.02.21/1/D10)

In this case, the teacher greets the students by asking their condition using expression *how are you getting on* and replied by the students using expression *I am remarkable*. The teacher asks do the students forget that this week is the first week in the beginning of the month. Then, the teacher introduces new uncommon word that is *sure, I am stunning* to reply the greeting of the teacher during February when she asks about the students' condition.

c. **Inviting**

Inviting is an illocutionary function that used to invite someon to do something. It is also the polite form. There are 3 data contains of inviting (2,68%) performed by the teacher. The example is presented in the bold form below:

T : **Come on pray together first!**

(T4/18.03.21/1/D6)

The utterance above uttered by the teacher at the pre-teaching activity. Before beginning the teaching and learning process in that day, the teacher invites all of the students to pray together. It means no matter how is the learning process run, both offline or online, the teacher have to instil the religious value to the students. There is an inviting expression inside the utterance above that is *come on* and emphasized with the word *first* which means it should be done at that time.

d. **Advising**

Advising is an act to give advice with the intention the listener can do the advice well. This illocutionary function of directives only has 1 datum (0,90%).

Below is the example of advising performed by the teacher:

> T : What do you feel along school from home?
>
> S : Very bored Ma'am. I want to go to school like before.
>
> T : **We must be patient for better future.**
>
> (T1/04.02.21/1/D26)

In the data above, the teacher utterance contains advising function of speech acts. At first, the teacher asks the students about theirs feeling during school from home or known in Indonesia as *daring*. Then, one of the students answers that he feels bored. He also wants to go to school as usual. Knowing the students' feeling that missing face-to-face learning, the teacher gives advice to the students that they should be patient for a bright future. They should obey the regulation from government to do online school until the pandemic getting better.

e. **Ordering**

Ordering is used to ask for something to be done. Ordering is the same as requesting but requesting is more polite. During the English teaching and learning process, ordering was uttered in the 5 data (4,46%). Below is the example of ordering:

> T : **Please analyze the video in GC!**
>
> (T3/04.03.21/1/D34)

At the post-teaching activity, before saying good bye the teacher gives an order to the students to analyze the video that has been uploaded by the teacher in Google Classroom so that the students can be more understand about the material they have learnt in that day.

f. Asking

Asking can be used in two functions. First, it can be meant the notion of asking a question. Second, it also can be meant in the notion of someone to do something.[102] If it is used to ask someone to do something, it will in common expression and used only for someone younger or someone who already knows us well. Asking becomes the most dominant illocutionary functions during the process of teaching and learning. It has 33 data (29,46%).The example is presented in the bold form below:

T : **Have you ever asked to your parents about their struggle in this life?**

(T1/04.02.21/2/D32)

In recount text material, the teacher wants her students able to write a story about the struggle of theirs father for the students. It aimed to create a bonding between the students and their fathers. This also expected to make the students more appreciate to their fathers' struggle. Therefore, the teacher asks first to the students have they ever asked to their parents mainly father about his struggle in this life.

The following utterance also illustrates the act of asking:

T : **Do you remember what paragraph in recount text is?**

(T1/04.02.21/2/D40)

At the whilst-teaching, the teacher tries to test the students memory about recount text. It is because at the Junior High School definitely they have ever studied about it. The teacher gives a test by asking to the students are they still remember what recount paragraph is.

---

[102]John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic,* (Cambridge: Cambridge University Press, 1985), 199.

Another act of asking is performed in the following utterance:

T : **Any question?**

(T1/04.02.21/2/D51)

At the end of the lesson or at the post-teaching activity, after the teacher gives information and instructions to the students, the teacher asks the students by giving an asking expression such as *any question?*. It is used for the teacher to make sure all of the students are understood about what they have learned that meeting and answers students' question if they are asking.

g. **Praying**

Praying is the act with the God Almighty by saying the good words and humility. During the English teaching and learning process, praying was expressed once by the teacher (0,90%). The example is presented below:

T : I have special prize for all of you, who are very active.

T : The prize is my prayer, **may you have stunning life forever**.

(T1/04.02.21/2/D56)

The utterances above contain of speech acts that functioned as praying. At first, the teacher informs that she has a special prize for all of her students who are very active during the learning process which is her prayer. It can be seen that there is a statement *may you have stunning life forever*. This is a sincere prayer from a teacher who truly loves her students. She does not only teach but also hopes the best for the students. The teacher uttered those utterances at the end of teaching activitiy with expectations the students can be more spirit in participating the online class and doing the task.

3. Commissives

Commissives is slightly similar to directives. It also caused a change. The difference is in commissives, the change is created by obligating something in the speaker's responsibility, not in the hearer's.[103] Commissives is the lowest rank frequency of illocutionary acts with 1 datum from the total 112 data. The datum is committing.

a. Committing

Committing is the illocutionary function when the speaker commits the listener to do something. It is like an agreement by the speaker with the speaker itself. This illocutionary function of commissives only has 1 datum (0,90%). Below is the example of committing performed by the teacher:

T : Well guys, you can start writing and put your work in GC.

T : **I will check tonight and you can revise**.

(T1/04.02.21/2/D47)

In this case, after the teacher informing the students that they can start write the writing task and put it in Google Classroom. The teacher expresses willingness that is *I will check tonight.* It means the teacher commits herself to check the students' task tonight after all of them collected it. This committing only has impact to the teacher because she already made a commitment with herself.

4. Expressives

Expressives are utterances expressed to reflect the inner state of the speaker.[104] Expressives become the second highest types of speech acts performed by the teacher

---

[103]Syukri Rizki and Jelena Golubovic, "An Analysis of Speech Act of Omar Mukhtar's Utterance in Lion of the Desert Movie", *Journal of Language, Education , and Humanities,* 7 (May 2020), 7.

[104]*Ibid.,*

with 33 data from the total data 112. There are several illocutionary functions of expressives such as apologizing, congratulating, thanking, complimenting, greeting, and leave-taking.

a. **Apologizing**

Apologizing is the act to say sorry. Using this illocutionary functions, it means someone apologizes for something inappropriate he or she has been done. During the English teaching and learning process, apologizing was expressed in the 2 data (1,79%).The example is presented in the bold form below:

T : **Sorry, I cannot admit you one by one due to the appointment to meet Mrs.Retno (Kadis Pendidikan)**.

T : Maybe our meeting here will be closed early.

(T2/11.02.21/1/D21)

In this case, the teacher says that she cannot admit the students one by one because she already has an appointment meeting with Mrs. Retno who is the Head of Education Department. She expresses apologizing using expression *sorry*. Then, the teacher also apologizes if the teaching and learning activities will be closed earlier than usual.

b. **Congratulating**

Congratulating is functioned when someone wants to congratulate the others because of a reason. The reason such as learning achievement, winning a contest, having a new born baby, graduation, married, and so on. Same with apologizing, the illocutionary function of congratulating was uttered in the 2 data (1,79%). Below is the example:

T : How are you getting on?

S : My day is quite fabulous.

T : **I am really glad hearing it**.

<div align="right">(T4/18.03.21/1/D5)</div>

At pre-teaching activity the teacher greets the students by asking *how are you getting on?* Then the students reply using expression *my day is quite fabulous.* After knowing all of her students are in good condition, the teacher feels relieved and happy then she expresses it by saying *I am really glad hearing it*. Thus, the teacher utterance fall into the category of expressives speech acts which carry illocutionary function of congratulating.

c. **Thanking**

Thanking is expressed by the speaker in saying gratitude to the listener. The researcher found 7 data illocutionary function of thanking (6,24%). The example of thanking performed by the English teacher as follows:

T : Well I close this meeting and you can continue doing the work happily.

T : **Thank you for your attention**.

<div align="right">(T1/04.02.21/2/D54)</div>

The expression of *thank you for your attention* is an example of thanking. In this case, the teacher uses it at the end of the lesson after she informs that she will close the meeting so that the students can continue doing their work with happy feeling. At the end of teaching session or post-teaching, the teacher appreciates the students' attendance and participation during the learning process.

d. **Complimenting**

Complimenting is performed when someone wants to expresses admiration or approval about other's achievement or the characteristic of a thing or a person.

The researcher found 9 data illocutionary function of complimenting (6,24%). The example is presented below:

T : Do you remember what paragraph in recount text is?

S : 1. Orientation. 2. Events. 3.Re-orientation.

T : **Dea, good!**

(T1/04.02.21/2/D42)

In the data above, there is a compliment expressed by the teacher with the adjective *good*. The teacher asks the students do they still remember about the paragraph structure in recount text, then one of students named Dea answers it correctly. The teacher gives compliment to Dea because of her admiration of Dea's intelligence.

e. **Greeting**

Greeting deals with welcoming someone by giving particular expression or word such as 'hi', 'how is your day?', 'good afternoon', and so on. There are 9 data (8,03%) contains illocutionary functions of greeting during the teaching and learning activities. The example is presented in the bold form below:

T : **Assalamualaikum warrohmatullohi wabarokatu n happy morning my super students**.

(T1/04.02.21/1/D1)

Greeting is the very first expression that used by the teacher to start the lesson. This usually done by the teacher in the opening phase before they started the activity and to welcome the students who participate in the class that day. The teacher uses *salam* and *happy morning* to greet all of the students. Thus, the teacher's utterance is classified as expressives speech acts with the illocutionary function as greeting.

f. Leave-taking

Leave taking deals with saying goodbye for example 'bye', 'bye for now', 'see you', 'good night' and so on. The researcher found 4 data illocutionary function of leave-taking (4,58%). The example of leave-taking performed by the English teacher as follows:

T : It is 8'clock dears. Time is over.

T : Thanks for everything.

T : Submit your work before 7 p.m!

T : **See you!**

(T3/04.03.21/2/D42)

In this case, the teacher arrived at post-teaching section. After informing that it is 8 o'clock and signed that the time is over, the teacher says thanks to the students because of their participation on the meeting that day. The teacher also gives command to her students to submit their task no later than 7 p.m. Then, the teacher ends the learning activity using expression *see you* which is a sign of stating good bye.

B. The Analysis of The Implementation of Speech Acts Presented by the English Teacher in WhatsApp Group Class Chat at SMAN 3 Ponorogo

Online media is the alternative way that used in education at this time of the pandemic covid-19. There are so many media which can be used, but WhatsApp Group still be the mostly used caused of its convenience. WhatsApp Group is functioned as the place where the teacher and the students have an interactive communication. The teacher gives direction, reviews the material, asks the students about how far their understanding through WhatsApp Group. In the process of teaching and learning using WhatsApp Group, the teacher implements the expressions of speech acts in written language that is her chats which confirm the illocutionary functions.

Rueda confirmed that if the classroom setting is intended to build pragmatic competence, it has to fulfill three functions: (1) exposing learners with the appropriate target language input, (2) raising learner's pragmatic awareness related to the instructed aspect, and (3) preparing authentic opportunities to practice pragmatic knowledge.[105]

The process of teaching and learning will only be sucessfull if the teacher gives the right directions or instructions regarding the meeting that day. Teacher should not only sends the material without further information, but also make sure their students are understood well by having question and answer section. At SMAN 3 Ponorogo, the implementation of speech acts presented by the English teacher in WhatsApp Group class chat divides into three stages, namely:

1. Pre-Teaching

At this stage, the teacher always does several activity such as gives *salam*, greets the students, and invites them to pray together before starting the lesson.

2. Whilst-Teaching

At whilst-teaching, the teacher gives short explanation about the material which studied by them and directions related with the meeting that day.

3. Post-Teaching

This is the last stage where the teacher asks do the students have question, expresses gratitude for their present, and states leave-taking expression to the students.

---

[105]Niveen Mohammad Zayed, "Jordanian EFL Teachers' and Students' Practice of Speech Acts in the Classroom", *International Journal on Studies in English Language and Literature (IJSELL),* 2 (May 2014), 2.

CHAPTER VI

CLOSING

This chapter consist of conclusion and recommendation of the research.

A. Conclusion

Referring to the research findings and discussion in the previous chapter, it can be concluded that:

1. There are four types of speech acts performed by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo. They are representatives, directives, commissives, and expressives. While declarations are not found in the learning activity.

2. The implementation of speech acts presented by the English teacher in WhatsApp Group class chat at SMAN 3 Ponorogo divided into three stages namely pre-teaching, whilst-teaching, and post-teaching. In addition,

    - The implementation of speech acts that used in pre-teaching have several functions such as greeting, inviting, asking, complimenting, ordering, advising, congratulating, commanding, apologizing, requesting, and thanking.

    - Then for whilst-teaching the implementation of speech acts are in asking, informing, commanding, complimenting, committing, asserting, informing, stating, apologizing, and ordering.

    - Speech acts that implemented in post-teaching such as informing, asking, thanking, praying, leave-taking, commanding, complimenting, ordering, and reminding.

B. Recommendation

Based on the discussion of research findings in this study, the researcher presented several recommendations as following:

1. For the teacher

The researcher recommends to the teacher to state and use the more expressions of speech acts in doing the teaching and learning process.

2. For the students

The researcher suggests the students to be more active and excited during the learning activity also more confident in giving response to the teacher's utterances.

3. For the readers

The readers are suggested by the researcher to improve their knowledge about speech acts because it very useful in communication.
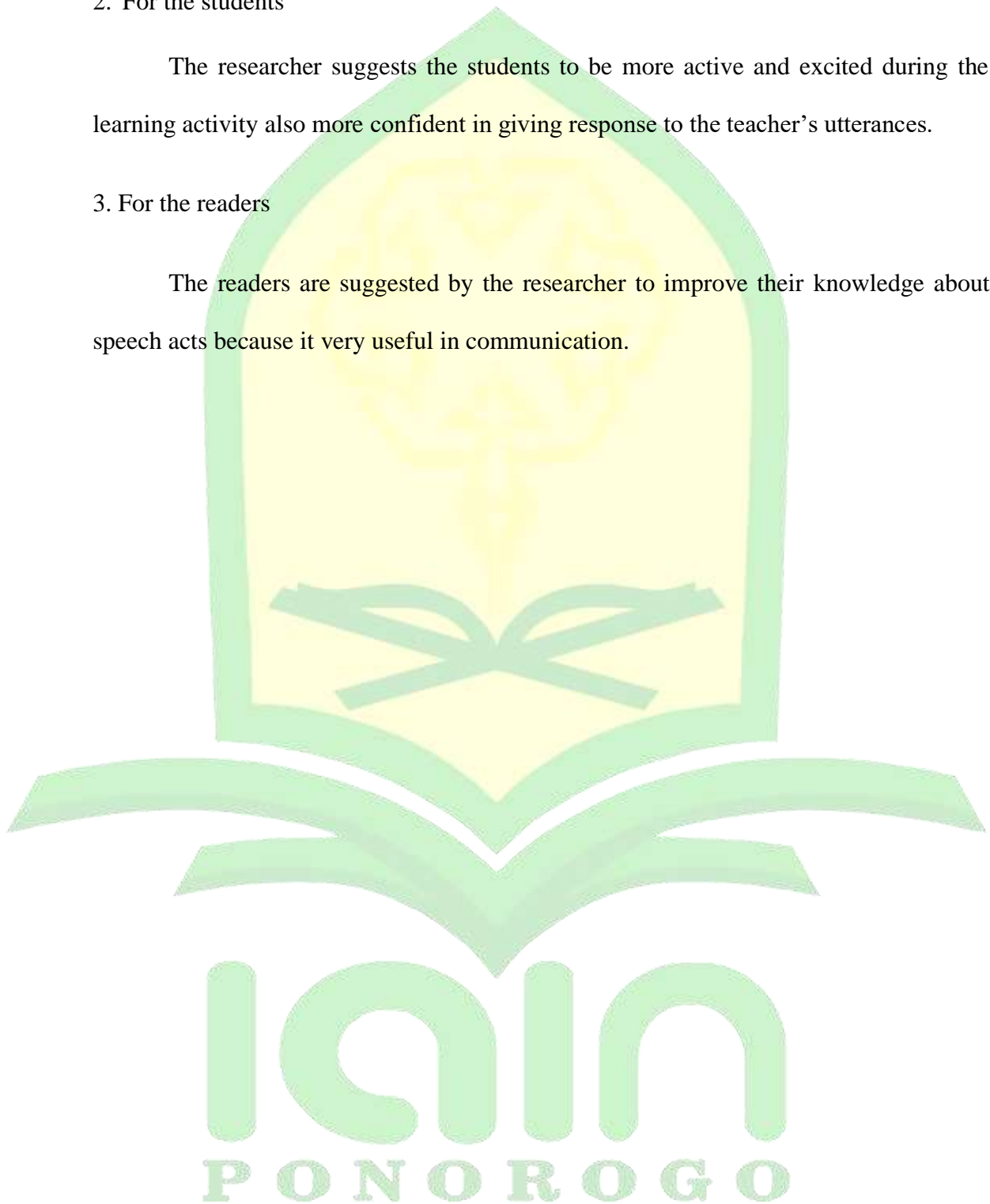
REFERENCES

Aguspianto, Risqi. *An Analysis of Speech Act which Performed by "Vin Diesel" in Film Fast & Furious 6 by Justin Lin,* Thesis Journal: Mataram Institute of Teacher's Training and Education.

Alharbi, Reef Bijad. "A Pragmatic Analysis of Pragmatics of Speech Acts in English Language Classrooms at Imam Mohammed Ibn Saud Islamic University". *Arab World English Journal*, Vol. 217 November 2018: 2.

Aristovnik, Aleksander. et al. "Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective, *Sustainability Article,* Vol. 12 No. 20 August-October 2020: 2.

Ary, Donald. et al. *Introduction to Research in Education (8th Edition).* Canada: Wadsworth Cengage Learning, 2010.

Bachman, F. Lyle. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1990.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Fransisco: Longman, 2000.

Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide*:2017.

Cohen, A. *Speech Acts,* in S. Mckay and N. Hornberger (Eds). *Sociolinguistics and Language* Teaching. Cambridge: Cambridge University Press: 1996.

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition)*.Boston: Pearson Education, 2012.

Cutcliffe, John R. and Hugh P. McKeena, *Establishing The Credibility of Qualitative Research Findings*, 1999.

Cutting, Joan. *Pragmatics and Discourse: A Resouce Book for Students*. USA: Routledge, 2002.

Denzin, Norman K."Sociological Methods: A Sourcebook Fifth Edition". *Aldine Transaction ISBN 978-0-202-36840-1,* 2006.

Bodgan, Robert C. *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*. United of America: Sari Knop Bklen, 2007.

DeMunck. *Participant Observation*. 1998.

Fattah, Said Fathy El Said Abdul. "The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills". *Journal of Education and Practice,* Vol. 6 2015: 117.

Gay, L.R. *Educational Research*. New York: Pearson Education, 2012.

Gay, L.R. and Geoffrey E Mills. *Educational Research Competencies for Analysis and Application*.The United States of America: Pearson Education, 2012.

Gebhard, Jerry G. *Teaching English as A Foreign or Second Language: A Teacher Self-development and Methodology Guide*. USA: The University of Michigan Press.

Gon, Sonia and Alka Rawekar. "Effectivity of E-Learning through WhatsApp as a Teaching Learning Tool". *MVP Journal of Medical Sciences,* Vol. 4 No. 1 January-June 2017: 19.

Istiqomah, Nunung Permata. *Speech Act Analysis of Anger in the Film Entitled 'Something The Lord* Made'. Thesis: Sebelas Maret University Surakarta.

Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers, 2004.

Kurniasih, Nuning and Teuku Riyadhsyah. "Virtual Etnography Study of Inter-lecturer Communication in National Young Lectures Forum WhatsApp Group". *Advances in Social Science Education and Humanities Research* (ASSEHR) Vol.127 2017: 50.

Latief, Mohammad Adnan. *Research Methods on Language Learning An Introduction*. Malang: UM Press, 2013.

Maskhurin. *Research Method*. 2014.

Mazidah, Nonik Yukafi. *Expressive Speech Act Found in EFL Classroom Interaction*. Thesis: Maulana Malik Ibrahim State Islamic University Malang.

Mey, Jacob. L. *Pragmatics*.UK: Blackwell Publishing, 2001.

Miles, Mattew B. and Michael Huberman.*Qualitative Data Analysis Second Edition*. London: Sage Publication Ltd, 1994.

Minalla, Amir Abdalla. "The Effect of WhatsApp Chat Group in Enhancing EFL Learners' Verbal Interactions Outside Classroom Context". *English Language Teaching,* Vol. 11 No. 3 December 2017-February 2018: 1.

Nurani, Nurhidayah Permata. *A Pragmatic Analysis of Classroom Speech Acts in the English Teaching and Learning Process at SMA N 1 Purworejo*. Thesis: Yogyakarta State University.

Nurhayati, Dwi Wahyu Astuti & Yuwartatik, "Illocutionary and Perlocutionary Acts on Main Character Dialogues in John Milne's Novel: The Black Cat". *Indonesian Journal of Language Teaching and Linguistics,* Vol. 1 No. 1 2016: 2.

Online media, (online),https://dictionary.cambridge.org/dictionary/learner-english/teach?q=Teach accessed on Wednesday 4th August 2021.

Pandey, Prabhat and Meenu Mishra Pandey. *Research Methodology: Tools and Techniques*. Romania: Bridge Center, 2015.

Rizki, Syukri and Jelena Golubovic. "An Analysis of Speech Act of Omar Mukhtar's Utterance in Lion of the Desert Movie". *Journal of Language, Education , and Humanities*. Vol. 7 No. 2 May 2020: 7.

Rohmawati, Asri Nur. *Speech Acts Analysis of The Main Character in Shrek Movie Script*. Thesis: IAIN Ponorogo.

Sayan, Hamiyet. "Affecting Higher Students Learning Activity by Using WhatsApp". *Eeuropean Journal of Research and Reflection in Educational Sciences*, Vol.4 No.3 2016: 88.

Searle, John R and Daniel Vanderveken. *Foundations of Illocutionary Logic*. New York: Cambridge University Press, 1985.

Searle, John R. *Expression and Meaning: Studies in Theory of Speech Acts*. USA: Cambridge University Press, 1979.

Sharma, Rajendra. *Sociological Method*.New Delhi: Atlantic, 2008.

Shidqi, Dzulfikar Sauqy. *The Analysis of Illocutionary Act in Teaching Learning Process Used by the Teachers in the Islamic Junior High School Nurul Islam Tengaran*.Thesis: IAIN Salatiga.

Soraya, Zulfa Kunti. *An Analysis of Directive Illocutionary Acts Performed by The English Teacher in Teaching and Learning Process at The Eight Grade of SMP Negeri 2 Jetis*. Thesis: IAIN Ponorogo

Toquero, Cathy Mae. "Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context". *Pedagogical Research,* Vol. 5 No.4 2020: 1.

Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996.

Zayed, Mohammad Niven. "Jordanian EFL Teachers' and Students' Practice of Speech Acts in the Classroom". *International Journal on Studies in English Language and Literature (IJSELL)* Vol. 2 Issue 5 May 2014: 1

Zhang, Lili. "Enhancing Communicative Competence through Free Messaging Apps in EFL Classes". *Creative Education,* Vol. 7 November 2016: 2.