THE STUDY OF SPEECH ACT BETWEEN TEACHER AND STUDENTS OUTSIDE CLASSROOM IN SMAN 3 KENDARI

(A CASE STUDY)

THESIS

Presented to the Faculty Of Letters Hasanuddin University Makassar
In Partial Fulfillment of the Requirements to obtain
a Sarjana Degree In English

by

SATRIANI M.

F211 01 021

MAKASSAR

2005

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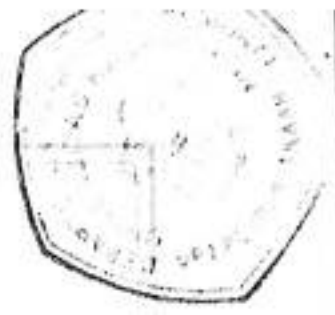a Sarjana Degree In English

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SKRIPSI

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disusun dan diajukan oleh :

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Telah dipertahankan di depan Panitia Ujian Skripsi
Pada tanggal 23 Agustus 2005
dan dinyatakan telah memenuhi syarat.

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UNIVERSITAS HASANUDDIN
FAKULTAS SASTRA

Pada hari ini, selasa 23 Agustus 2005, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

The Study of Speech Act Between Teacher and Students Outside

Classroom in SMAN 3 Kendari (A Case Study)

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjan Sastra jurusan Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin.

Panitia Ujian Skripsi: Makassar, 23 Agustus 2005

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6. Drs. Simon Sitoto, M.A.   Konsultan II   ....

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Finally, the writer realizes that this thesis is still far from being perfect. Any support and suggestion for the improvement in the future is still demanded and welcomed. May this sample work give benefit to all readers, and May Allah Subhanahu Wataala Bless us for the best.

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Makassar,   Augustus 2005

Writer,

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ABSTRAK

Skripsi ini berjudul " The Study of Speech Act Between Teachers And Students Outside Classroom In SMA Neg. 3 Kendari ". Tujuan dari penulisan skripsi ini adalah untuk membahas tentang jenis kalimat, tindak tutur ilokusi langsung dan tak langsung, serta perlokusi atau efek yan disebabkan dari ujaran penutur. Disamping itu menelaah konteks dari ujaran yang tidak berhubungan.

Metode yang digunakan dalam menganalisis data dalam skrispi ini adalah metode deskriptif, yaitu menggambarkan dan menjelaskan makna dari ujaran (data) yang disampaikan, dengan memperhatikan konteksnya sebagai suatu kesatuan. Skripsi ini juga meliputi penelitian pustaka dan penelitian lapangan. Dalam penelitian pustaka penulis membaca sejumlah buku referensi yakni teori-teori yang berhubungan dengan judul " Speech Act" dijadikan sebagai landasan berpikir dan menganalisis data. Kemudian, penulis melakukan beberapa kegiatan. Pertama, penulis merekam sebanyak sembilan bagian percakapan yang menggunakan bahasa inggris, yang diambil dari 14 siswa, termasuk guru yang bersangkutan, secara acak untuk dijadikan data. Penulis kemudian membuat transkripsi percakapan dari kesembilan data yang telah dipilih. Kemudian penulis menentukan jenis kalimat, tindak tutur ilokusi langsung dan tak langsung serta perlokusi dari setiap ujaran. Dari analisis tersebut disimpulkan dalam bentuk table kecuali perlokusi.

Dari hasil analisis data, ditemukan bahwa ada tiga jenis kalimat yang muncul dalam data, yaitu kalimat deklaratif (pernyataan), interogatif (pertanyaan), dan imperatif (perintah). Dari ketiga jenis kalimat ini, kalimat yang mendominasi semua percakapan yakni 'asserting', 'asking' dan 'requesting'. Kemudian efek perlokusi dari ujaran pada setiap data. Terakhir, hubungan antara guru dan siswa di luar kelas dilihat dari penggunaan ilokusi langsung dan tak langsung yakni yang lebih dominant dalam percakapan.

I. INTRODUCTION

1.1 Background

Many languages exist in the world. Each language has its own particular characteristics and forms. There are several ways people use to communicate. First of all is through the languages, they talk to the other people in one participant language so that they can understand each other. That is why language play a very important role in human life. Second way is by using signals. Sometimes people only use certain signals to indicate something or represent what they want to say. The most important thing in using signals to communicate is that both "the sender" and "the receiver" should have same perception about the signals they are using. This is to avoid misunderstanding between the two students. Last, people usually communicate by using gestures. This is need the part of body such as hand, eyes, fingers or even shoulders.

In daily life, language is means of communication. It communicates idea, feeling and experiences of human. The language as social action, through language, individuals can interact with one to another, and also interact their surroundings. Thus, every one needs to communicate.

The conversation can be dominated by every one who includes in the conversation. We can see the activities of studying process that consist of teaching and learning.

1. The different perception between the speaker and the hearer will only occur if the hearer does not really understand the speaker is intention in saying utterance.

2. There are a lot of problems in conversation between teacher and students.

1.3 Scope of the problems

From the identification above, the writer concerned with the illocutionary act (the direct and indirect illocutions), locution and perlocution. All utterances will be categorized into either direct or indirect illocution. They will be further classified into several acts such as, warning, thanking, apologizing, offering, enquiring, suggesting, etc, then the power relation.

1.4 Statement of the problem

1. What are the sentence types of the utterances produced by teacher and students?

2. What kinds of speech acts performed by teacher (speaker) and students (hearer) by their utterances in outside of the classroom?

3. What is the relationship between Illocutionary force and teacher's role outside classroom?

1.5 The objectives of study

The objectives of the study based on the problems above are:

1. To analyze the sentence types of the utterances produced outside classroom interaction.

2. To explain the kinds of speech acts performed by teacher and students.

3. To explain the relationship between illocutionary force and teacher's role.

1.6 The significance of the study

The writer hopes this writing will give contribution to the development of linguistic field of study to understand better conversation that takes place outside classroom. The writer also hopes the research will have continuity from the reader who interested to this research.

1.7 Sequence of Presentation

Chapter One the introduction consisting of Background, Identification of Problems, Scope of the Problem, Objectives of Study, Significance of the Study and Sequence of presentation.

Chapter Two is the Theoretical Background consisting of the theories of definition of direct and indirect illocutions.

Chapter Three is Methodology consisting of Method of collecting Data, Source of Data and Method Of analyzing Data.

Chapter Four is the presentation and Analyzing Data.

Chapter five is Conclusions and suggestion.

CHAPTER TWO

THEORETICAL BACKGROUND

2.1 Pragmatics

Linguistics was formerly restricted on a narrow discipline that simply dealt with the physical form of language. Yet, linguistics found that the complex aspects of human language could not be explained simply by using its structural description. This complexity encouraged the linguists to carry out significant research in order to formulate some theories that could explicate the way to interpret the meaning of human language.

The role of the context usage is very important in interpreting utterances or sentences. For example, utterances like irony or understatement can only be interpreted appropriately if they are paired with the context in which they are used. The relation between language and its context of a branch of linguistics is called pragmatics.

Out of the definition of pragmatics, there is one that give the nature of context depending more certainly on pragmatics. "Pragmatics, is the study of the relation between language and context that are basic to an account of language understanding" (Levinson, 1983:21). This definition is based on the fact that in order to understanding an utterance involves a great deal more than knowing the meaning of the word uttered and grammatical relations between them.

2.2 Discourse Analysis

We can find many utterances produced by the participants in the conversation. Those utterances will be combined to form discourse, which can later be analyzed. Thus, discourse is a combination of some utterances with certain topic and purpose. Most people are interested in analyzing a discourse because it contains abundant of speech acts, or described in the previous part of this chapter.

In discourse analysis, Cook examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users (Cook, 1989: ix). Furthermore, Stubbs (1983:30) states, discourse analysis concerned, not just with whether statements are true or false, but with states of information, and differential access to information. So, it is clear to us that a discourse analysis has the purpose to make the readers fully understand the meaning and the main point it contains. Part of a speaker's task is to understand his hearers, what they know already, and what they expect and want to hear.

2.3 Speech Act

Language comes into existence only because someone performs an act of speaking or writing, that is, when a speaker makes an utterance to a hearer in a context. The act performed is then called speech act.

The speech act or acts performed in utterance of a sentence are in general a function of the meaning of the sentence. The meaning of the sentence does not in all cases uniquely determine what speech act in a given utterance of that sentence, for a speaker may mean more than what he actually says, but it is always in principle possible for every speech act one performs or could perform to be uniquely determined by a given sentence (or set of sentences), given the assumptions that the speaker is speaking literally and the context is appropriate (Searley, 1987:18)

The theory of speech act was first performed by an oxford philosopher, J. L Austin (1962). In every utterance, the speaker performs act such as giving a fact stating a fact or an opinion, asking a question, issuing an order, thinking, greeting and so on". He also distinguishes utterances into two major types that are, constative utterances and Performative utterances. Constative utterances are statements whose function is to describe. On the other hand some events, process or state of affairs, performative utterances are used to do something, rather than to say something, that is to perform actions.

Utterances can perform three kinds of act. The locutionary act is the act of saying something: producing a series of sounds which mean something. The perlocutionary act produces some effect on hearers. This has been traditional concern of the effect of language on hearers. The illocutionary act is performed in saying something, and concludes act such as betting, promising, denying and ordering (Stubbs, 1983).

While Kempson (1977:50) states that "the central insight of speech act is that language is used to do things, not only describing, but also insulting, criticizing, suggesting etc."

It's clear that speech act performed in uttering a sentences performs his/her meaning to the hearer, or by speech act the hearer can do an action by listening to the speaker's utterance (Hurford and Hearley, 1983).

2.4 Kinds of Act

In uttering an utterance, a speaker can perform three acts simultaneously: locutionary act, illocutionary act and perlocutionary act.

2.4.1 The Locutionary and Illocutionary Act

Sometimes, people misunderstand about the interpretation of the locutionary act. People get confused in distinguishing them. As a result, they do not event know kind of speech act he/she is performing. Coultchard (1977:18)) says that "the interpretation of the locutionary act is concerned with meaning: while the interpretation of the illocutionary act with force."

2.4.2 The Illocutionary and Perlocutionary Acts

The illocutionary act is achieved uttering of certain words. It is potentially under the control of the speaker provided that he uses the correct explicit performative that performs an act. In the appropriate circumstances, the effect on he hearer that act can make him happy, no one can prevent someone from warning or advising speakers, except by refusing to listen.

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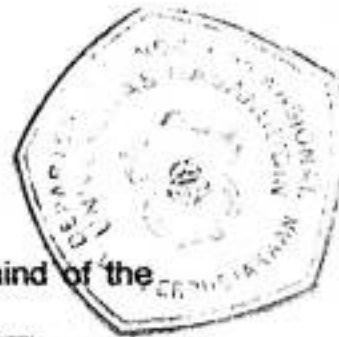
However, perlocutionary act is the causing of a change in the mind of the listener, so that he becomes 'alarmed', 'convinced', and 'deterred'. "The act is the effect of the utterance on the listener but this is not an effect governed by conversation; there is no conventional or reliable way of 'convincing' or 'deterring' someone by Coultchard (1977:19).

Another linguist, Leech (1987:199) distinguishes those three acts by using different prepositions in his statements. According to him, "a locutionary act performs that act *of* saying something. While an illocutionary act performs an act *in* saying something. lastly, a perlocutionary act performs an act *by* saying something." The following figure shows the sequences of speech acts, in order to reach the goal from the initial states:

Perlocutionary

```
1 ───────────────── 8
 \                 ↗
  ↘   Illlocutionary /
       2 ─────────── 7
        \           ↗
         ↘ Locutionary /
          3 ───────── 6
           \         ↗
            ↘ Phonetic /
             4 ──────── 5
```
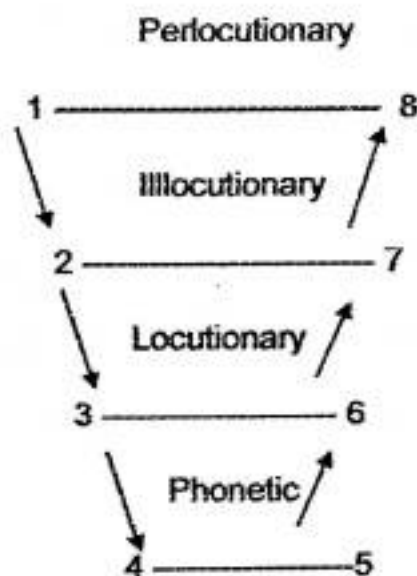
The perlocutionary is presented by the sequence 1-2-3-4-5-6-7-8, the illocutionary act 2-3-4-5-6-7, and the locutionary act by the sequence 3-4-5-6 (Leech, 1987:199).

2.5 Kinds of Illocutionary Act

2.5.1 Direct and Indirect Illocutionary Acts

One utterance may have illocutionary acts at the same time. On the one hand, we can directly see the illocutionary act is carried by the sentence. And the other hand, the same utterance may carry one or several other purpose, which we recognize as indirect illocutionary acts. So, the direct illocutionary act of an utterance is the illocution most directly indicated by a lateral reading of the grammatical form and vocabulary of the sentence uttered: whereas the illocutionary act of an utterance is an further illocution the utterance may have

(Hurford and Heasley, 1987:259). We may consider this utterance as the example: "can you open the window?" the direct illocutionary act of the utterance is an enquiry about the hearer's ability to open the window The indirect illocutionary act of the utterance however is a request that the hearer opens the window.

The difference between direct and indirect illocutions is seen through the fact that the abilityof the speaker to perform an utterance has both kinds of illocutions (Hurford and Heasley, 1987)

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2.6 Types Of Utterance

Searley (cited in Levinson, 1983:230) propose that there are five basic kinds of action that one can perform in speaking, by means of the following five types of utterance:

1. Representatives. This utterance commits the speaker to the truth position which is states. For example, asserting, concluding and so on.

2. Directives, which are attempts by speakers to get the address to do something. Such as, requesting, questioning, and enquiring.

3. Commissive, this utterance commits the speakers to some future course of action, for example, promising, offering, and theatering.

4. Expressives, which commits the speakers to some future course of action or express the psychological state, such as, apologizing, congratulating, welcoming, and thanking.

5. Declaration is an effect immediate change in institutional state of affairs and which tend to rely on elaborate extra linguistic institutions, such as: communicating, declaring war, christening, firing from employment, etc.

CHAPTER THREE

METHODOLOGY

3.1 Method of Collecting Data

In this thesis the writer does some procedures in collecting data which are analyzed:

3.1.1 Library Research

In this method, the writer collects and reads some books which relevant to this research and other references from Internet.

3.1.2 Field Research

In order to obtain authentic data, the writer comes directly to the field or the place where the speaker of SMA 3 Kendari.

3.2 Technique of Collecting Data

The writer uses two steps in collecting all the data to follows:

a. Recording

The writer records all the conversations to get the data from the teacher and students in SMA 3 Kendari.

b. Participant observation

The writer attentively observed how language is used in communication by listening the student's conversation. The technique is intended to find out the aspects of speech act performed by the speaker in conversation. In this case, the

writer was not involved as one of the participants in the speech event she observed.

3.3 Population and Sample

The data are taken from a classroom interaction.

3.3.1 Population

The population of this research is from the whole sentences of the conversation in SMA 3 Kendari, which consist of six classes.

3.3.2 Sample

From the population above, only two class who will becomes the sample in this thesis, because they study English more dominant and they can speaking English. That is language class which consists of 21 students.

7 students from language class and 14 students from IPA class.

3.4 Method for Analyzing Data

In analyzing the data the writer uses descriptive method. The descriptive method is used to solve the problems that exist from data.

There are several techniques that can be used in analyzing the data:

Step one: Transcribing the conversation or all utterances performed the speaker outside classroom.

Step two: Numbering the conversation to clarify the utterances performed by the each speaker.

Step tree: Analyzing each conversation and classifying each into its utterance types.

Step Fourth: identifying both direct and indirect illocutionary act the utterances may carry.

Step five: Analyzing the data to find out the number of appearances of all sentence types, illocutionary act (direct and indirect illocution), locution and perlocution in the whole data. This step is supported by some utterances take form data as example. Then makes them into the table.

Step six: Making conclusion of the analysis

CHAPTER FOURTH

PRENSENTATION AND ANALYSIS OF DATA

4.1 Presentation Of Data

Section I

(1) Teacher : " What are you doing if your sister or brother·uses Narkoba?"

Student (a) : "I'll take care of him according to my ability and I'll give him attention to attack the Narkoba ".

Section II

(2) Teacher : " What do you think about your school during you are here?"

Student (a) : " This school has given me many experiences

(3) Teacher : "Can you give me one example? Such as what!

Student (b) : " I can study and have many friends and teacher is very good".

(4) Teacher : " So you can study and have many friends, right?"

Student (c) : "yes right"

Student (d) : "I never follows the activity "

Student (e) : "In classroom, we everyday clean the floor, because we can study well".

Section III

(5) Teacher : "Why do you choose IPA program? What is your reason?

Student (a) : "Because I like and my parents want me to continue my study in university, in communication department, and they always give me attention, and I hope so".

Student (b) : "I like lesson in this program".

(6) Teacher : "Beside that, what is your other reason?"

Student (c) : " Beside that, because I want ....emm

Section IV

(7) Teacher : "Why must we study English?"

"What about you!"

Student (a) : "The English is necessary for my future specially, in international language. The other we must study English because in era globalization, we can follows the competition".

Student (b) : "English is very good for future".

(8) Teacher : "Could you give me example?"

Student (c) : "English is......

(9) Teacher : "Don't look at me! Look at your friends".

Student (d) : "English is still use in all lesson and university, example if we meet tourism and we can speak English".

(10) Teacher : "OK. Thank you".

Section V

(11) Teacher : "What about your friends in the class?"

Student (a)   : "About my friend in the class for me is the best. My

friend always help me to do my homework".

Student (b)   : "My friend is very beautiful and always helps me. She

gives her money, opinion and spirit.

Student (c)   : "My friend very good and beautiful, because she always

give her answer".

(12) Teacher : "Help you about what!"

Student (d)   : "Her answer".

(13) Teacher : "your friend he or she? She?"

Student (e)   : "Yes".

Section VI

(14) Teacher : "What do you think about your teacher?"

Student (a)   : "May be he is very familiar, very friendly and he teach

very good and so on".

(15) Teacher : "Give me one example, like what?"

Student (b)   : "My sport teacher, he is very friendly, because he is

very fun".

Student (c)   : "The teacher in this school is very responsible, diligent

and smart. There are some teachers are lazy come to school. For

example, our teacher lazy come to school because her house is very

far from school and have any problem in her house may be about her son".

Student (d)   : "I like the teacher because he is very friendly and responsible, but he is seldom come to school enter to the class to teach us".

Student (e)   : "According to me, the teacher in this school I'm very like, because they are teach the student without tired and without reward. For example, the subject of chemistry".

(16) Teacher : "Just chemistry!"

Student (f)   : "Em.....history too, she is very smart, friendly and a good teacher."

Section VII

Student (1)   : "What are you doing at five a clock in the morning?"

Student (2)   : "I got up at five a clock".

Student (3)   : "How many brothers and sisters do you have?"

Student (2)   : "I have three brothers and two sisters".

Student (4)   : "What is your favorite color?"

Student (2)   : "My favorite color is blue".

Student (5)   : "What is your activity in the afternoon?"

Student (2)   : "My activity! Em...."

Student (6)   : "What are doing after you are back from school?"

Student (2)   : "I'm cocking in the kitchen"

Student (7)   : "Any question?"

Student (2)   : "No"

(17) Teacher : "Why no! you have to prepare your question to your

friends"

Student (7)   : "What are you doing before you dinner in the night?"

Student (2)   : "I'm studying".

(18) Teacher : "After you got up what will you do?"

Student (2)   : "I take a pray.........."

(19) Teacher : "Face to your friends"

Student (2)   : "I take a bath, then I take a pray".

Section VIII

(1) Student   : "Can you give me Question? Question for idea

paragraph one?"

Hearer (a)   : "question"

(2) Student   : "I'm sorry"

(3) Student   : "Any question for the paragraph one?"

Hearer (b)   : "Why Arab event of doing business to much for a

month..........?"

(4) Student   : "Can you repeat again your question?"

4.2 Interpretation.

Datum 1

> (1) Speaker : " What are you doing if your sister or brother uses Narkoba?
>
> Hearer (a): " I'll take care of him according to my ability and I'll give him my attention to attack the Narkoba".

In datum 1 above the conversation takes place between teacher and student. The teacher (speaker) tells student (hearer) about the Narkoba, and the student knows about that.

In the above conversation the speaker uses an interrogative utterance to perform the direct illocutionary act of asking and ordering, that is, the speaker asks the hearer what she will do if her sister or brother uses Narkoba. Then the hearer answers by using a declarative utterance to perform the direct illocutionary act of answering, because she answers the speaker's question by saying that she can attack the Narkoba of her sister and brother. The students also perform indirect illocutionary act of conforming.

This utterance can also produce a perlocutionary effect on the hearer. It can make her thinks careful, because by hearing this, the hearer in her mind, hopes that her brother or sister does not use Narkoba. It shows that by asking that question, the hearer performs her answer clearly. In this case, the hearer understands what the speaker means or the illocution of the speaker.

The structure of illocutionary act performed in datum (1) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (1)	Interrogative	Asking Ordering	-
Hearer (a)	Declarative	Answering	Confirming

Datum 2

(2) Teacher : " What do you think about your school during you

are here ?

Student (a) : "This school has given me many experiences"

In datum II above the conversation again takes place between teacher

and student. In this case, teacher (speaker) asks student's opinion about their

school.

In the above conversation the speaker uses interrogative utterance, and

performs direct illocutionary act of asking, because the speaker asks the

hearer's opinion about their school during they are here, and the hearer uses

declarative utterance to answer the speaker's question to perform the direct

illocutionary act of answering, because the hearer thinks that he has many

experiences.

The speaker also performs a perlocutionary effect, that is, it can make

hearers answer that the school is very good or they understands what the

speaker means, because it depends on his answer. The hearer says that the school has given him many experiences. It shows that the answer is clear.

The structure of illocutionary act performed in datum (2) above is as follows:

Roles	Types of Sentence	Illocutionary Act	
		Direct	Indirect
Speaker (2)	Interrogative	Asking	-
Hearer(a)	Declarative	Answering	-

Datum 3

(3) Teacher : "Can you give me one example?"

"Such as what!"

Student (b) : "I can study and have many friends and the

teacher is very Good."

In the conversation above, the speaker uses an interrogative utterance to perform the direct illocutionary act of asking and ordering, that is, the speaker asks one example to the hearer. It is proved when the speaker utters " such as what!". By using this utterance, the speaker uses the imperative utterance. He performs the indirect illocutionary act of requesting, because the speaker wants the hearer to give an example. Then the hearer uses declarative

utterance to answer the speaker's question to perform the direct illocutionary act of asserting.

This utterance contains a perlocutionary effect to hearer. It can show that the hearer understands the illocution of the speaker and he can give example to the speaker, as she said that she can study and have many friends and the teacher is very good. It indicates that the school is very good. So the answer is still relevant.

The structure of illocutionary act performed in datum (3) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (3)	Interrogative	Asking	Requesting
	Imperative	Ordering	-
Hearer(b)	Declarative	Asserting	-

Datum 4

(4) Speaker : "So you can study and have many friends, right?"

Hearer (c) : "Yes right."

In (4) above, the speaker (teacher) uses interrogative utterance to perform the direct illocutionary act of Asking, as indicated by the word " right".

The conversation above also shows that the speaker performs the indirect illocutionary act of confirming, whether the hearer has many friends or not, and the hearer answers the speaker's question by using expression in utters "yes right".

By asking that question, the speaker performs a perlocutionary effect to a hearer. Spontaneously, it can make him answer "yes right", because he understands the illocution of the speaker.

The structure of illocutionary act performed in datum 4 above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (4)	Interrogative	Asking	Requesting Confirming
Hearer(c)	Expression	Answering	–

The utterances below are the answer to the question number (3), that is, "can you give me one example?" Such as what!". The hearer's (d) answer

performs direct illocutionary act of <u>asserting</u> and the hearer (e) performs an act of <u>informing.</u>

> Hearer (d) : "I never follow the activity"
>
> Hearer (e) : "In classroom we every day cleaning the floor,
>
> because we can study well."

In above situation, the utterance performs a perlocutionary effect of two hearers. It seems that their answers are irrelevant. Because, the hearer (d) answer that he never follows the activity in school. The hearer assumes that the school and the study are not good, or the student is lazy to follow the activity in the school. While hearer (e) has the same answer but the hearer assumes that the school is good for her. She can study well after cleaning the class. In this case, the hearer crucially makes the assumption that the speaker is not violating the conversation.

The structure of illocutionary act performed in datum 3 above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (3)	Interrogative	Asking	Reqesting
	Imperative	Ordering	-
Hearer(d)	Declarative	Asserting	-
Hearer (e)	Declarative	Answering	Informing

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Datum 5

> (3) Speaker : "Why do you choose IPA program?"
>
> "What is your reason?
>
> Hearer (a) : "because I like and my parents want me to continue my study in university, in communication department, and they always give me attention, and I hope so.
>
> Hearer (b) : "I like lesson in this program."

In (5) above, the speaker (teacher) has some students (hearers) from IPA program. In the discussion the teacher is interested in telling them about their program.

In conversation above, the speaker uses interrogative utterance to perform the direct illocutionary act of asking, that is, she wants to know their reason to choose IPA program. The speaker also performs indirect illocutionary act of requesting, that is, she requests the hearer's reason to choose IPA program. By using a declarative utterance, the hearer (a) performs the direct illocutionary act of answering, and the hearer using an act of asserting, that the hearer likes that program, and hearer (b) using the same utterance to perform an act of asserting, he asserts that he likes this program.

The answer of hearer (a) show that she gives answer which is not needed (my parents want me to continue my study in university...hope so). The only needed answer is because I like it. In this case hearer gives more than it is

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required. The problem is that he might think IPA is relevant to enter in university.

Then hearer's (b) answer: "I like lesson in this program," shows that she likes to study about science. The hearer understands the illocution of the speaker. So she gives a clear answer.

The structure of illocutionary act performed in datum (5) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (5)	Interrogative	Asking	Requesting
Hearer(a)	Declarative	Answering	-
		Asserting	-
Hearer(b)	Declarative	Asserting	-

Datum 6

(4) Speaker : "Beside that what is your other reason?"

Hearer (c): "Beside that, because I want.....emmm."

In this dialogue the speaker has an interrogative sentence which is categorized as direct illocutionary act of asking. She asks the hearer to give

another reason to the speaker (teacher). Indirect illocutionary act of the teacher's utterance is <u>requesting</u>, because the speaker requests the hearer's reason, and the hearer uses declarative utterance to perform two acts, that is, direct illocutionary and indirect illocutionary acts of <u>hesitating</u>.

The utterance can also produce a perlocutionary effect to hearer. It seems to be nervous and forget what he wants to say, then, the hearer can not give his any reasons but he understands what the speaker means.

The structure of illocutionary act performed in datum (6) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (6)	Interrogative	Asking	Requesting
Hearer(c)	Declarative	-	Hesitating

Datum 7

(5) Speaker : "Why must we study English?"

"What about you!"

Hearer (a) : "The English is necessary for my future, specially in international language, beside that we must study English because in era globalization, we can follow the competition."

Hearer (b): "English is very good for future"

In the above conversation, the teacher see that the student is lazy to speak English or study English, so she asks students their reason to study English.

From the utterance above, the speaker's utterance is categorized as interrogative sentence which has direct illocutionary act of asking about their reason to study English. The speaker also uses an interrogative utterance and it is uttered to perform indirect illocutionary act of requesting, because the speaker wants the hearer to give their opinion. Basically, in above conversation, hearers have the same answer. Then the hearer (a) answers that question to perform the direct illocutionary act of asserting and informing, and the hearer (b) performs an act of asserting by using a declarative utterance.

The utterance also can produce a perlocutionary effect on the hearers. It can make him happy, because in his mind, hope that he will like that and he thinks that in era globalization, he can follows the competition. So the hearer understands what the speaker mean.

The structure of illocutionary act performed in datum (7) above is as follows:

Speaker	Types of utterances	Illocutionary act	
		Direct	Indirect
Speaker (7)	Interrogative	Asking	Requesting
Hearer(a)	eclarativeD	Asserting	-
Hearer(b)	Declarative	Asserting	-

Datum 8

(8) Speaker : "can you give me example?"

Hearer (c) : "English is........."

(9) Speaker : "Don't look at me! Look at your friends."

Hearer (d): "English is still use in all lesson and in university, example if we meet tourism, we can speaking English."

(10)Speaker : "OK. Thank you."

In the conversation above, the speaker (teacher) uses interrogative utterance to perform direct illocutionary act of asking, because the speaker asks hearer to give an example. While, the indirect illocutionary act is requesting, because the speaker wants the hearer to give an example to the speaker. The hearer (c) answers that question using declarative utterance to perform the indirect illocutionary act of hesitating.

By asking that questing, the speaker performs a perlocutionary effect on the hearer. At first, the hearer can not give an example. So the answer of the hearer is unpredictable. It seems that, the student does not understand the speaker's utterance or illocution.

The structure of illocutionary act performed in datum (8) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (8)	Interrogative	Asking	Requesting
Hearer(c)	Declarative	-	Hesitating

In (9) above, the utterance performs the direct illocutionary act of ordering, because the speaker orders the hearer not to look at her, but look at his friends. The indirect illocutionary act to perform is the act of warning and suggesting, i.e. the speaker warns and suggests the hearer not to look at her (the speaker). From the two acts the speaker uses imperative utterance. Then the hearer answers by using declarative utterance to perform the indirect illocutionary act of informing, that the English is still used in all lessons.

The conversation shows that the utterance performs a perlocutionary effect to hearer. The hearer might be startled and nervous. In which he can not give the answer to the speaker.

The structure of illocutionary act performed in datum (9) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (9)	Imperative	Ordering	Warning
			Suggesting
Hearer(d)	Declarative	Answering	Informing

In utterance number 10, the speaker performs the direct illocutionary act of thanking, in which she thanks hearer's answer. The speaker uses declarative utterance to perform that act thanking.

The structure of illocutionary act performed in datum (10) above is as follows:

Roles	Types of Sentence	Illocutionary act	
		Direct	Indirect
Speaker (10)	Declarative	Thanking	-

Datum 10

(11) Speaker : "What about your friends in the class?"

Hearer (a): "About my friends in the class. For me is the best. My
friend always helps me to do my homework."

Hearer (b): "My friend is very beautiful and always helps me.
She gives her money, opinion, and spirit."

Hearer (c): "My friend very good and beautiful, because she
always gives her answer."

In the datum (10) above, the conversation takes place between the
teacher and students. The teacher (speaker) and students (hearers) talk
about their friends in the class. The speaker asks them one question about
that.

The utterance contains direct illocutionary act of asking, i.e. the speaker
asks the hearer to give their opinion about their friends in the class. It also
performs an indirect illocutionary act of requesting, because the speaker want
to know about her hearer. Whether they like their friends or not. The speaker
uses an interrogative utterance to perform that act. Then the hearers a, b, c

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Roles	Types of Sentence	Illocutionary act	
		Direct	Indirect
Speaker (10)	Declarative	Thanking	-

Datum 10

(11) Speaker : "What about your friends in the class?"

Hearer (a): "About my friends in the class. For me is the best. My friend always helps me to do my homework."

Hearer (b): "My friend is very beautiful and always helps me. She gives her money, opinion, and spirit."

Hearer (c): "My friend very good and beautiful, because she always gives her answer."

In the datum (10) above, the conversation takes place between the teacher and students. The teacher (speaker) and students (hearers) talk about their friends in the class. The speaker asks them one question about that.

The utterance contains direct illocutionary act of asking, i.e. the speaker asks the hearer to give their opinion about their friends in the class. It also performs an indirect illocutionary act of requesting, because the speaker want to know about her hearer. Whether they like their friends or not. The speaker uses an interrogative utterance to perform that act. Then the hearers a, b, c

This utterance contains two acts, that is, direct illocutionary act and indirect illocutionary act. The speaker uses interrogative-imperative utterances to perform direct illocutionary act of asking, the hearer what that help. By using the same utterance, the speaker performs indirect illocutionary act of requesting, because the speaker wants to know whether the hearer understands or not.

By asking that question, the speaker performs a perlocutionary effect. The hearer understands the illocution of the speaker. It means that the hearer knows what the speaker means.

The structure of illocutionary act performed in datum (10) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (12)	Interrogative	Asking	Requesting
	Imperative	-	-
Hearer(d)	Declarative	Answering	-

Datum 12

(13) Speaker   : "your friend he or she? She?"

Hearer (e) : "yes."

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This utterance contains two acts, that is, direct illocutionary act and indirect illocutionary act. The speaker uses interrogative-imperative utterances to perform direct illocutionary act of <u>asking</u>, the hearer what that help. By using the same utterance, the speaker performs indirect illocutionary act of <u>requesting</u>, because the speaker wants to know whether the hearer understands or not.

By asking that question, the speaker performs a perlocutionary effect. The hearer understands the illocution of the speaker. It means that the hearer knows what the speaker means.

The structure of illocutionary act performed in datum (10) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (12)	Interrogative	Asking	Requesting
	Imperative	-	-
Hearer(d)	Declarative	Answering	-

Datum I2

    (13)   Speaker   : "your friend he or she? She?"

             Hearer (e) : "yes."

hearer's opinion. Furthermore the hearer's answer that question by using a declarative utterance to perform the direct illocutionary act of <u>asserting</u>.

By using the utterance, the speaker can produce a perlocutionary effect to hearer, the possible effect; he feels that the teacher is better and very good. Also he expresses his answer in a phrase "may be". The hearer understands the speaker's illocution.

The structure of illocutionary act performed in datum (12) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (14)	Interrogative	Asking	Requesting
Hearer(a)	Declarative	Asserting	-

Datum 14

(15) Speaker : "Give me one example, like what?"

Hearer (b) : "My sport's teacher, he is very friendly, and he is very fun."

Hearer (c) : "The teacher in this school is very responsible diligent and smart. There are some teachers are lazy come to school.

For example, our teacher lazy come to school because her house is very far from school and have any problem in her house may be about her son."

Student (d) : "According to me, the teacher in this school, I very like, because they are teach the student without tired and without reward. For example, the subject of chemistry."

In above conversation, teacher (speaker) uses interrogative utterance to perform the direct illocutionary act of asking and ordering, because she asks one example. The utterance also performs the indirect illocutionary act of requesting. Almost hearers have the same answer. However hearer(c) gives to much information in which some of it is not required. (......or teacher lazy to come to school.......her son), this means that this the hearer explain her answer . Then hearers answer the question by using a declarative utterance to perform the direct and indirect illocutionary act. Hearer (b) performs an act of asserting and informing. The hearer (c) and (d) performs the same act.

By asking that question, the speaker performs perlocutionary act to hearers. They felt that their teacher is very good. From the answer above that is clear and the utterances are relevant, because the student understands what the speaker means.

The structure of illocutionary act performed in datum (14) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (15)	Interrogative	Asking	Requesting
		Ordering	-
Hearer (b)	Declarative	Asserting	Informing
Hearer(c)	Declarative	Asserting	Informing
Hearer(d)	Declarative	Asserting	Informing

Datum 15

(16). Speaker : "Just chemistry ?"

Hearer (e) : "Em......History too, he is very smart, friendly and a good teacher .

In the above utterance the speaker uses interrogative utterance to perform the direct illocutionary act of asking which indirect illocutionary act is requesting, also the hearer answers it by using a declarative utterance to perform the direct illocutionary act of asserting.

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The utterance also performs perlocutionary act on the hearers. This additional response is not related to his answer "history too."

The structure of illocutionary act performed in datum (15) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (16)	Interrogative	Asking	Requesting
Hearer(e)	Declarative	Asserting	-

Datum 16

Speaker(1) : "What are you doing at five a clock in the morning?"

Hearer (a)   : "I got up at five a clock."

In this dialogue, the speaker 1 (Student) asks hearer 2 (student) about his daily activities.

In the conversation above the speaker uses the utterance to perform interrogative utterance. The speaker uses interrogative utterance to perform the direct illocutionary act of asking because the speaker (1) asks the hearer (a) about his/her activities at five a clock in the morning. While the indirect illocutionary act is requesting, because speaker (1) wants to know the

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activities of the hearer (a), and the hearer uses declarative utterance to perform the direct illocutionary act of asserting, that is, she assert that she get up at five a clock.

By using that utterance, the speaker causes a perlocutionary act on the hearer. The hearer answers that question clearly because the hearer understands the illocution of the speaker.

The structure of illocutionary act performed in datum (16) above is as follows:

Roles	Types of Sentence	Illocutionary act	
		Direct	Indirect
Speaker (1)	Interrogative ,	Asking	Requesting
Hearer(a)	Declarative	Asserting	

Datum 17

Speaker (3) : " How many brothers and sisters do you have?"

Hearer(b) : " I have three brothers and two sisters".

In conversation above, the speaker (student 3) uses interrogative utterance to perform the direct illocutionary act of asking, that is, the speaker asks hearer (b) the number of sisters and brothers he/she has. While the

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direct illocutionary act of Requesting, that is, the speaker wants to know the number of hearer's sister and brother. In this case the hearer can answer that question by using a declarative utterance to perform the indirect illocutionary act of informing.

By using that question, the speaker causes a perlocutionary effect on the hearer, that is, the hearer answers that question clearly. It shows that the hearer knows the illocution of the speaker.

The structure of illocutionary act performed in (17) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (3)	Interrogative	Asking	Requesting
Hearer(b)	Declarative	Answering	Informing

Datum 18

Speaker (4) : " what is your favorite color?"

Hearer (c) : " my favorite color is blue".

In the above conversation, the speaker (student 4) uses interrogative utterance to perform the direct illocutionary act of asking, that is, speaker (student 4) asks hearer (c) about his/her favorite color. The indirect illocutionary act of Requesting, because the speaker wants to know hearer's

favorite color. The hearer answers that question use a declarative utterance to perform the direct illocutionary act of <u>asserting</u>.

By asking that question, speaker causes a perlocutionary effect on the hearer. He can understand the illocution of the speaker, by giving a clear answer.

The structure of illocutionary act performed in (18) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (4)	Interrogative	Asking	Requesting
Hearer(c)	Declarative	Asserting	-

Datum 19

(5) Speaker : " what is your activity in the afternoon?"

Hearer (d) : " my activity?...emm.."

In the conversation, the speaker (student 5) uses interrogative utterance to perform the direct illocutionary act of <u>asking</u>, by asking the hearer's (student d) activity. The indirect illocutionary act is <u>requesting</u>. The hearer answers that by using an interrogative utterance that is direct illocutionary act of <u>asking</u>.

By asking that question, the speaker performs a perlocutionary effect on the hearer. Actually the hearer understands the illocution of the speaker, but the hearer can not make clear her answer.

The structure of illocutionary act performed in (19) above is as follows:

Roles	Types of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (5)	Interrogative	Asking	Requesting
Hearer(d)	veInterrogati	Asking	-

Datum 20

Speaker (6) :" what are you doing after you are

back at home?"

Hearer (e) : " I'm cooking in the kitchen".

In the above conversation, the speaker uses interrogative utterance to perform the indirect illocutionary act of asking, that in order to know her activity at home after he/she back from school while indirect illocutionary act is Requesting, and the hearer answer that by using a declarative utterance to performs the direct illocutionary act of asserting.

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The utterance can produce a perlocutionary effect on a hearer, in which the hearer can answer that question and understands what the speaker's means by performing the illocution of the speaker.

The structure of the illocutionary act performed in (20) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (6)	Interrogative	Asking	Requesting
Hearer(e)	Declarative	Asserting	-

Datum 21

Speaker (17) : " Any question?"

Hearers   : " No"

In above utterance, the speaker uses interrogative utterance to perform the direct illocutionary act of asking, that teacher (speaker) asks hearers whether the hearer still has a question or not. The speaker uses interrogative utterance to perform the indirect illocutionary act of requesting.

The utterance performs the perlocutionary effect on the hearer in which the hearer gives a clear respond.

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The structure of illocutionary act performed in (21) above is as follows:

Roles	Types of Sentence	Illocutionary Act	
		Direct	Indirect
Speaker (17)	Interrogative	Asking	Requesting

Datum 22

Speaker (18) : "why no! you have to prepare your

question to your friends"

The utterance above shows that the speaker uses imperative utterance to perform the direct illocutionary act of asserting, that is, the speaker asserts the hearer to prepare the question. This utterance also performs the indirect illocutionary act of suggesting, indirectly, the speaker gives suggestion to hearer to prepare the question.

This utterance can produce a perlocutionary effect, that is, it can make them nervous, or panic to prepare the question. He may think that the speaker is angry with the student. It shows that the student makes question to their friends spontaneously.

The structure of illocutionary act performed in (22) above is as follows:

Roles	Type of Utterance	Illocutionary Act	
		Direct	Indirect
Speaker (18)	Imperative	Asserting Ordering	Suggesting -

Datum 23

Speaker (7) : " what are you doing in the night before

you dinner?"

Hearer (g)   : " I'm studying"

The conversation again takes place between students to his/her friend (other student).

In the above conversation, the speaker uses interrogative utterance to perform the direct illocutionary act of asking, because the speaker asks the hearer about his or her activities. The indirect illocutionary act is requesting, because the speaker wants to know his/her activities. The hearer can answer that question to perform the indirect illocutionary act of asserting by using a declarative utterance.

By asking that question, the speaker performs a perlocutionary effect on the hearer. The hearer can answer that clearly. He knows what the speaker means.

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The structure of illocutionary act performed in datum (23) above is as follows:

Roles	Utterances	Types of utterances	Illocutionary Act	
			Direct	Indirect
Speaker (7)		Interrogative	Asking	Requesting
Hearer(g)		Declarative	Answering Asserting	-

Datum 24

> (19) Speaker : " After you got up what will you   do?"
>
> Hearer (2) : " I take a pray........."
>
> (20) Speaker   : " face to your friends"
>
> Hearer(2) : " I take a pray, then I take a bath."

In the conversation above, the speaker (18) uses an interrogative utterance to perform the direct illocutionary act of <u>asking</u>, because he asks the hearer " what will the hearer do after she got up?." Then, by using an imperative utterance, the speaker performs the indirect illocutionary act of <u>requesting,</u> that is, speaker wants to know hearer's activity. Then the student answers that question to perform the direct illocutionary act of <u>asserting</u> by using a declarative utterance.

The structure of illocutionary act performed in datum (24) above is as follows:

Roles	Type of Sentences	Illocutionary act	
		Direct	Indirect
Speaker (18) Hearer (a)	Interrogative- Declarative	Asking Asserting	Requesting -

When the hearer answer that question, suddenly the speaker interrupts the hearer's answer. It can be seen when hearer utters " I take a pray......", then the speaker utters " face to your friends." From this utterance, the speaker (19) above performs the direct illocutionary act of ordering, that is, the speaker orders the hearer to see his friends. The writer also finds the act of requesting, the speaker wants the hearer not to tell him, but to his friends. The conversation depends on the utterances performed by the speaker and the indirect intentions of the speaker in carry out those utterance. In the above data we may think that the speaker performs interrogative and imperative utterances. While student answers by using a declarative utterance to perform the direct illocutionary act of asserting.

The structure of illocutionary act performed in Datum (24) above is as follow:

Roles	Type of Sentences	Illocutionary act	
		Direct	Indierect
Speaker (19)	Imperative	Ordering	requesting
Hearer (a)	Declarative	Asserting	-

In the utterance above, the speaker can produce a perlocutionary effect on hearer in which the hearer suddenly changes his position and face to his friend

Datum25

(1) Speaker : "Can you give me question? Question for idea paragraph one ?"

Hearer (a) : "question"

(2) Speaker : " I'm sorry"

The conversation above takes place between the student (speaker) and teacher (hearer). They are talking about Arabian in doing business.

The dialogues above shows some kinds of utterances types. The speaker uses the interrogative utterance to perform the direct illocutionary act of asking. The speaker asks the hearer to gives a question. It also performs indirect illocutionary act of requesting, that is, the speaker giving a chance to her friends. Then the hearer answer that question by using a declarative

utterance to perform indirect illocutionary act of Confirming and reminding, that is, the hearer confirms the speaker to pronounce "question." Then the speaker uses interrogative utterance to perform the indi9rect illocutionary act of apologizing.

The structure of the illocutionary act in datum (25) above is as follows:

Roles	Types of Utterances	Illocutionary Act	
		Direct	Indirect
Speaker (1)	Interrogative	Asking	Requesting
Hearer (a)	Declarative	-	Confirming
Speaker (2)	Declarative	-	Reminding Apologizing

Datum 26

(2) Speaker : " Any question for the paragraph one ? "

Hearer (b) : " Why Arab s event of doing business to much for a month.......?"

(3) Speaker : " Can you repeat again your question?"

In the dialogue above, speaker (2) uses interrogative utterance to perform direct illocutionary act of asking, speaker asks the hearer's question.

Also she performs the indirect illocutionary act of <u>requesting</u>. Then the hearer answer by giving a question to the speaker and uses interrogative utterance to performs the direct illocutionary act of <u>asking</u>.

Then speaker (3) uses interrogative utterance to perform the direct illocutionary act of <u>asking</u>, because the speaker asks the hearer to repeat her question, and the speaker performs the indirect illocutionary act of <u>requesting</u>.

The structure of the illocutionary act in the datum (26) above is as follows:

Roles	Types of Sentences	Illocutionary Act	
		Direct	Indirect
Speaker (2)	Interrogative	Asking	Requesting
Hearer (b)	Interrogative	Asking	-
Speaker (3)	Interrogative	Asking	Requesting

In the utterance, the speaker can performs a perlocutionary effect on the hearer, that is, the hearer knows that the speaker spelling error in uttering a "question."

4.3 Power Relation and Teacher's Role

From eight conversations, the writer can summerize that there are three points of the analysis the data:

4.3.1 Who have the power to ask

Outside classroom, the teacher seems to have more opportunity to initiate the conversation. Based on the data above, teachers exercise the power by using interrogative utterances. In other words, teachers seem to exercise their power by constantly asking question to students.

In the conversation it is not always clear what kind of illocution the teacher uses. However, from this utterance or sentence the writer can understand the roles occupied teachers and students. In the inside classroom interaction, power relation between teacher and student is clear, because the teacher always uses the direct illocution. Furthermore outside classroom there is an interaction between teachers and students does not make the distinction between them in the learning process.

On the one hand, we can see in every school the teacher only teaches the student in classroom or in the extracurricular activities. In this case, the teacher wants to know the ability of the student in the learning process, whether the student understands or not. On the other hand, the teacher does not take the role of teacher outside classroom but a friend.

In analyzing the data, the writer sees that the teacher (speaker) in conversation has more opportunity to ask than the student (hearer).

We know that the participants in the conversation is a predominant, the teacher in which, who have more alternatives in speaking. This usually happens out in the formal and informal situations, like study in classroom and even outside classroom interaction.

The speaker (teacher) asks some questions to student. In every data, the teacher performs that his/her question is higher than the student question to the other participant. Generally, the teacher only helps the student in the process of debate. It will be important for a teacher if the students have difficulties to understand the question. Of course he/she will help the student and explain the meaning of the question.

From the data above, the writer finds that in outside classroom interaction, teachers always initiate the conversation and always start by asking questions. The teacher's role in classroom interaction is not that much different from the one in classroom. It means that the teacher has more power to ask than the students.

4.3.2 The Teacher's Illocutionary Acts

Not all the illocutionary acts by the teacher are direct illocutionary acts. Some of them are indirect illocutionary acts. If the teacher's dominant illocutionary acts are asking, that is, the teacher exercises direct illocution. Otherwise, if the teacher's dominant use of illocutionary force of requesting, that is, the teacher exercises indirect illocution. The writer will shows how the teachers use illocution;

1. The act of asking

The act of asking is one of the direct illocutionary act appearing in the datum. This kind of illocutionary act usually appears when a speaker is performing an interrogative sentence. Although, there are other acts that appear in the data. This kind of direct illocutionary act can be found in every datum. This means it plays a quite important role or the teacher uses interrogation that implicitly shows teacher's power in conversations particularly outside classroom conversation. It is direct illocution.

For example, "can you give me one example?"

The utterance above shows that the speaker use interrogative utterance to perform the direct illocutionary act of asking, that is, he speaker asks one example to the hearer. It shows that the teacher's utterance out the role of teacher, which confers the right to open a conversation or initiate the conversation, and to ask every students a question about anything.

As it is seen in the datum, there are 27acts of asking from 26 datum, question by the teachers predominate. In the data the students also has a role or opportunity as speaker, but from the data above shows the teachers more dominant uses direct illocution of asking in every data. Concerning this matter, the teacher interrogate the students explicitly. We can see that the teacher has power to ask the students.

2 The Act of Requesting

This act almost same to the asking. There are 25 acts of requesting. The teachers seems to use an act of requesting explicitly, that is, to show teacher's power however indirectly. In the data, there are some indirect illocutionary acts, such as requesting, ordering, command, etc. the writer see that the teacher more dominant use an act of direct illocution, that is, asking. It may cause by the teacher's power in conversation that they have power to ask students.

The act of requesting appears most in the datum. It is because the function of this act is almost the same as the function the act of ordering, that is to ask the hearer to do something. The difference between these two acts is that the act of requesting is more polite than the act of ordering.

In the conversation, the speaker always performs two acts in his/her utterance. The utterance shows that there are direct and indirect illocutionary act. Sometimes the speaker performs an act of asking and requesting. These are part of illocutionary act (direct and indirect illocutionary acts), where the direct is asking and indirect is requesting.

Commonly, by using the illocutionary act of asking and requesting, it will refer to the interrogative sentence. For example, if the speaker utters "what do you thing about your teacher?", this utterance contains two acts, that are, direct and indirect illocutionary acts. The speaker uses interrogative utterance to perform direct illocutionary act of asking, that is, the speaker

asks the hearer's opinion, then the utterance also performs indirect illocutionary act of requesting the hearer's opinion.

From the example, we can see that the speaker uses asking to indicate that the question refers to ask something. Not only the speaker that have question which uses interrogative utterance. The hearer also answers that question by using declarative to perform an act of answering and asserting. For the writer, this is difficult to determine the hearer's answer, whether the answer is refers to answering or asserting, because sometimes the sentence is not clear and the sentence have both of the act. It is part of direct illocutionary, while the indirect illocutionary act always performs informing, the student never performs another act. Furthermore, the speaker also performs another acts such as ordering, confirming, suggesting, etc. the writer will takes one example above, when the speaker utters "face to your friends", it means that the speaker uses interrogative and imperative utterances to perform direct an d indirect illocutionary act is ordering and indirect illocutionary act is requesting.

In the analysis above, the writer may think that the teacher's illocution is more refers to the asking and requesting than others. Although the writer see that the students also take place to ask their friends, the teacher always comes with the new question for the student which shows that the speaker (teacher) just examines the student's ability to evaluate each student.

Therefore, the illocutionary act which always appear in this part of direct illocutionary act are: asking, ordering, thanking, answering, asserting, etc. While indirect illocutionary act are: requesting, warning, suggesting, confirming, informing, etc.

However the writer think that they have power relation between direct and indirect illocutionary acts are the same. That shows the teacher's power to ask the students more dominant that the other acts.

4.3.3 The pattern of the power relation between teacher and student in illocutionary force.

The conversation of the teachers and the students describes the situation outside classroom. The teacher has the same roles both in the classroom and outside classroom, so do the student. All items of the conversation are not showing clearly. However, the writer gets it when analyze from illocutionary act (direct and indirect illocutionary acts).

In this part, we will see the power relation between teacher and student in illocutionary force, where the teacher as a process and student as a product.

Both participants are very important to determine the power relation, especially the using illocutionary act (direct and indirect illocutionary acts). The speaker always performs the direct illocutionary act of asking then the hearer answer that by performs direct illocutionary act of answering or
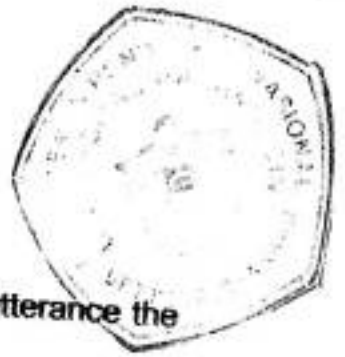
asserting. From the data, when the speaker uses interrogative utterance the hearer also uses declarative utterance.

Based on the analysis, the pattern of the power relation will appear between teacher (speaker) and student (hearer). The speaker's utterance shows that the speaker's role is as a teacher not as a friend. While hearer just a part of the conversation as a student, there is part of the data the student becomes a speaker. For example, the use of illocutionary act (direct and indirect illocutionary acts) in utters "why no! You have to prepare your question to your friends". This is indicated that the speaker's role is as a teacher and he/she have the power is higher than the hearer. Because the speaker performs direct illocutionary act of ordering in which the characteristic of this act is orders. It shows when suddenly the hearer makes question for her friends. So the student understands what the student's role actually. While the indirect illocutionary act is suggesting, when the hearer doesn't have another questions. It shows the speaker suggests the hearer to prepare their question. It shows the position of the two participants, whether in classroom or outside classroom. The position of the teacher is higher than them, and the teacher has the important role in conversation, meanwhile the hearer not show the situation they are at the moment.

As a result, the writer can conclude that there are two assumptions. First, the teacher more dominant in the conversation, and second, the hearer doesn't know their position outside classroom and the hearer thinks that although outside classroom their position always as student, caused by the culture.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the data analysis, the writer takes some following conclusion:

1. The kinds of speech act contained in the conversation are locutionary act, illocutionary act and perlocutionary act.

2. In this conversation, the writer finds the illocutionary acts performed, they are; asking, requesting, ordering, asserting, informing, apologizing, confirming, explaining, and hesitating. Furthermore, the direct illocutionary acts which often occur are asking, requesting and asserting, while the other acts occur less than two times, which the result, the writer concludes that the type of linguistic performed (asking, requesting, and asserting). Besides sometimes the writer does not find the indirect illocutionary act and also the perlocutionary act in an utterance.

3. The writer can conclude that, generally, the use of direct and indirect illocutionary acts are influenced by the situation in communication, especially in this conversation. the speaker (teacher) and the hearer (student) take place in conversation by free condition. It shows that the teacher and student outside classroom interaction is the same role as in the classroom interaction. Means that the teacher's role outside classroom indicated as a teacher is not difference in the classroom; it is caused by the culture. The speaker may utter a sentence and what he/she says and

also mean another illocution with a different propositioned content. The problem posed by illocutionary acts, especially indirect illocution is the problem how it is possible for the speaker to say one thing and mean that, but also to mean something else. Since meaning consists in part in the intention to produce understanding in the hearer, a large part of that problem is that of how it is possible for the hearer to understand the illocution when the utters he/she hears and understand means something else. Furthermore, the writer can see the perlocutionary act of the hearer and the situation and the situation of the speaker when he/she utters that utterance.

5.2 Suggestion

Then for the student who want to study or make a research about the speech act performed between teacher and student, especially, in illocutionary acts and perlocutionaryact. They have to prepare theory firstly and study more about speech act theory.

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