SPEECH ACTS USED BY ENGLISH LECTURERS IN ONLINE TEACHING AND LEARNING PROCESS AT STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION, STATE ISLAMIC UNIVERSITY OF MATARAM

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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SPEECH ACTS USED BY ENGLISH LECTURERS IN ONLINE TEACHING AND LEARNING PROCESS AT STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION, STATE ISLAMIC UNIVERSITY OF MATARAM

A Thesis

Submitted to State Islamic University of Mataram to fulfil the requirement for Bachelor Degree

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Assalamu’alaikum, Wr. Wb,

With respect, after making guidance, direction, and correction, we state that the thesis of:
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“Indeed, after difficulties, there are conveniences” (QS: Al-Insyirah: 6)
“Positive thinking, positive life”
“Your Positive mind can influence your life”
DEDICATIONS

“This thesis is dedicated to: My beloved Inaq; Mursa’ah. My beloved Amaq; Alimun My beloved siblings; Darmawan, Ali Marwansyah, and Raffi Al-Ikrom”.

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Mataram, 19 June 2020

Maulina Rosyada
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SPEECH ACTS USED BY ENGLISH LECTURERS IN ONLINE TEACHING AND LEARNING PROCESS AT STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION, STATE ISLAMIC UNIVERSITY OF MATARAM

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ABSTRACT

The aims of this research was to describe the classification of speech acts and to find out the most dominant classification of speech acts used by the English lecturers in online teaching and learning process at Study Program of English Language Education (TBI), State Islamic University of Mataram (UIN Mataram) based on Searle’s theory. This study was qualitative with descriptive qualitative design. This study focused on utterances spoken by the English lecturers of TBI at UIN Mataram in online teaching and learning process. The data were collected through observations and documentation technique. This study applied triangulation of theory to support the data credibility. Then, the data were analyzed by using interactive model analysis proposed by Miles and Huberman (1994).

The results showed that among the five classifications of speech acts, there were four classification of speech acts performed by the lecturers, namely, representatives (22%), directives (44%), commissives (12%) and expressive (22%). The results also indicated that the most dominant speech acts used by the lecturers were directives (44%). Directives were used by lecturers to command the student to do something such as: studying more, reading the article, watch the video, etc. in order to make the students become more active and independent to study.

Keywords: Speech Acts, Pragmatics, English Lecturers, Qualitative.
SPEECH ACTS USED BY ENGLISH LECTURERS IN ONLINE TEACHING AND LEARNING PROCESS AT STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION, STATE ISLAMIC UNIVERSITY OF MATARAM

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan klasifikasi tindak tutur dan untuk mengetahui klasifikasi tindak tutur yang paling dominan digunakan oleh dosen bahasa Inggris dalam proses belajar mengajar online di program Tadris Bahasa Inggris Universitas Mataram (UIN Mataram) berdasarkan teori Searle. Penelitian ini bersifat kualitatif dengan deskriptif kualitatif desain. Penelitian ini berfokus pada tuturan yang diucapkan oleh dosen bahasa Inggris di program TBI UIN Mataram dalam proses belajar mengajar secara online. Data dikumpulkan melalui teknik observasi dan dokumentasi. Penelitian ini menerapkan teori triangulasi untuk mendukung kredibilitas data. Kemudian data dianalisis dengan menggunakan analisis model interaktif oleh Miles dan Huberman (1994).

Hasil penelitian menunjukkan bahwa di antara lima klasifikasi tindak tutur, terdapat ada empat klasifikasi tindak tutur yang dilakukan oleh dosen, yaitu, representative (22%), directive (44%), comissives (12%), dan expressive (22%). Hasil penelitian juga menunjukkan bahwa tindak tutur yang paling dominan digunakan oleh dosen adalah directive (44%). Directive digunakan oleh dosen untuk memberikan perintah kepada siswa untuk melakukan sesuatu seperti: belajar lebih banyak, membaca artikel, menonton video, dll. agar siswa menjadi lebih aktif dan mandiri belajar.

Kata kunci: Speech Acts, Pragmatics, English Lecturers, Qualitative.
CHAPTER I
INTRODUCTION

This chapter presents the introduction of this study. It consists of the research background, the research statements problems, the objectives and significances of the research, scope and setting of research, review of previous research, theoretical bases, method of research, trustworthiness and organization of discussion. Each section is presented as follows:

A. Background Research

Language is a system of speech sound symbols used to communicate by people. A good language develops based on a system, which is a set of rules that are obeyed by its users. Language functions to make meaning in a situation context\(^1\). Language is also used as a communication tool to interact with other people by people.

According to Halliday, there are seven language functions, namely: (1) Instrumental function, the use of language can be used to serve the environment in which the language is used, and language can cause certain events to occur. (2) Regulatory function, the use of language used to monitor and control events that occur in the human environment. (3) Representational function, a language that aims to describe a specific purpose. The aims and objectives can be in the form of facts and knowledge, explaining an event, reporting something, and so on. (4) Personal function, the language used as a

\(^1\) M.A.K Halliday in https://id.m.wikipedia.org/wiki/Linguistik_Fungsional_Sistemik, accessed on August, 07 2020, at 09:20 pm.
tool in expressing oneself, for example about emotions, opinions, feelings, and meanings that are individual. (5) Interactional function, the language that is used as a medium to ensure interaction and to strengthen communication between speakers and listeners in communicating. (6) Heuristic function, the language used in studying and studying science, developing technology, and conveying scientific formulas. (7) Imaginative function, the language used in the process of creating imagination². These seven language functions are other functions of language apart from its main functions as communication tool and these functions are interrelated with each others.

Moreover, communication is the process of delivering messages from the speaker to other person. Communication is one of the social interaction activities that involve speakers and listeners. In everyday life, humans need to interact with other around them to meet their daily needs.

Furthermore, apart from social life, communication also occurs in teaching and learning process between lecturers and students. Teaching and learning process do not only occur in the classroom but it can be done through e-learning. Communication in e-learning occurs in lecturer’s post and comment with their students. Moreover, some lecturers choose to do online teaching and learning process as an alternative when teaching and learning in the classroom cannot be done effectively because there are some obstacles which cause unable to do face to face teaching and learning process. It is different from face to face interaction in the classroom, online teaching and learning can be done.

everywhere and students are able to access lesson material that were sent by lecturers through e-learning platform easily.

However, interaction and communication between lecturers and students on online teaching and learning is less effective because the lecturers do not explain much of the material taught. They only instruct the students to read it themselves and the students also sometimes find it difficult to understand the explanation of the lesson material that is sent by lecturers.

Furthermore, online based learning can be done through a number of e-learning applications for examples Schoology, Edmodo, Google Classroom, Ruang Guru, Quipper, and many others. However, this study is focused on online teaching and learning process that can be done via Schoology.

Schoology as one of e-learning is an online tool that permits teachers to make and handle academic courses for their students. Schoology presents an efficient method of managing lessons, engaging students, sharing content, and relating with other educators while focusing on communication and collaboration. In addition, it permits schools to communicate more efficiently, both internally and externally\(^3\).

Moreover, the lecturers convey a lesson material by post it at the materials box in Schoology features. Then, the lecturers and students interact and communicate in the comment box in the lecturers’ posts that related to the lesson. Meanwhile, in communicating with students, the lecturers will say a few utterances to convey a lesson material. However, lecturers do not only say

\(^3\) Http://www.eagleschools.net/edtech-blog/have-you-ever%E2%80%A6-introduction-schoology, accessed on April, 20 2020, at 2:10 pm.
utterances that contain a grammatical structure, but they also take a number of speech acts to support their explanations. Some speech acts that are spoken by the lecturers have a hidden meaning, and there are actions which are expected by lecturers to be done by the students.

In Schoology, speech acts used by lecturers will appear in their posts or their written language when they convey a lesson material and the speech acts also may be found in their comments when they give a response to their students’ comments related to their post before. Furthermore, written interaction is different from face to face communication, particularly in online teaching and learning process. In written interaction, there is no eye contact, body language or speaking intonation. These are that have been mentioned before as the justification of the speech acts.

Speech acts is one of the scope of pragmatics. Yule stated pragmatics as the study of agreed meanings that are communicated by a speaker and displayed by a listener. Pragmatics cares about the use of language in social contexts and ways people produce and understand meaning through language. In pragmatics, spoken language is manifested in the form of speech in terms of speech acts. Speaker does not only use a language to say something to the interlocutor, but they also use language to ask the interlocutor to do something, this is in Austin's theory about speech acts. Based on his theory, Austin divided

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the speech act into three components, namely locutionary act, illocutionary act, and perlocutionary act\(^5\).

Austin defined a locutionary act as the utterance of particular words and certain constructions, and their utterances with particular meanings and certain references\(^6\). Locutionary actions are the main actions of speech. It is a meaningful language that used by the speaker. Meanwhile, the illocutionary act is to do an action by saying something. In the illocutionary act, the speaker expresses something using a unique force, which makes the speaker act in accordance with what is spoken\(^7\). Illocutionary acts is the acts that used by the speaker to get an action from the listener. And the last is perlocutionary acts. Perlocutionary acts are the speaker’s utterances that bring an effect on the hearer\(^8\).

In addition, there are five classifications of speech acts based on Searle’s theory, namely representative, directive, commissive, expressive, and declaration. He defined representative as the speaker’s belief on something; directive is the speaker use to get other to do something; commissive is the speakers use to commit an action in the future; expressive is the speaker use to state their feeling; declarative is the speaker utterance to change the world\(^9\).

Based on the explanation above, the researcher is interested in conducting a research entitled "Speech Acts Used in English Lecturers in

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Online Teaching and Learning Process at Study Program of English Language Education, State Islamic University of Mataram”.

B. The Statement of Problem

Based on the background of the study, there are two research questions that will be answered in this study, namely:

1. What are the classifications of speech acts used by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram?

2. What is the dominant classification of speech acts used by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram?

C. Objectives and significances of research

1. Objectives

   Based on the research questions above, the aims of this study are to:

   a. Describe the classifications of speech acts are used by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram.

   b. Describe the dominant classification of speech acts is used by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram.

2. Significances of Research

   Commonly, this research is expected to be useful for at least three elements, namely; English learners, English teacher, and further researcher.
For the Students, this research is expected to give them more information of speech acts, the students also can understand the speech acts that are uttered by the teacher in their learning process. In addition, they can apply to speak the speech acts in their environment especially in their learning process.

For the English lecturer, this research is expected to give a deep understanding of the speech acts to the English lecturer. This research is also expected to make the English teachers more aware of speech acts phenomenon in their environment, especially in school or in teaching process. Moreover, the lecturer can apply the speech acts while teaching their students to give better input whether the content knowledge, social function, or value to the students and to improve the effectiveness in teaching and learning in classroom.

For the researcher, this study is expected to give an inspiration to the future researchers in conducting any research related to speech acts especially in speech acts or in a wider area of pragmatics studies.

D. Scope and Setting of Research

1. Scope

This research focused on the classifications of speech acts that are produced by two English lecturers in online teaching and learning process and also the dominant classification that is used by the two English lecturers based on Searle’s theory of speech acts classification.
2. Setting

The research conducted at the A class of 6th semester on the Study Program of English Language Education in State Islamic University of Mataram in the academic year 2019/2020.

E. Review of Previous Research

There are several studies that have been done by the previous researchers on the speech acts phenomenon that is used as a reference of this research.

First, a study conducted by Merdana, et.al entitled “Analysis of Speech Acts Produced by Elementary School Teachers and Students to Facilitate Teaching and Learning at SDN 10 Pringgasela East Lombok”. This previous study aimed to describe, identify, and examine the types, functions, instructional functions of speech acts performed. The study was naturalistic qualitative. In this previous research, the researchers collected the data through observation, interviews, and note taking. The previous researchers found the directive types of speech acts in producing by the teachers (72.59%), this was the most types of teachers used than the indirect types, and the assertive types that produced by the students (27.41%). Also, the researchers found the functions of teachers directive that is directives of question, the imperatives of bald, the imperatives of embedded, statements needs, clue directives, and directives permission. And the previous researcher also found of the teachers’
instructional functions of speech acts, they were control, organization, and motivation modes.

Based on the study conducted by Merdana, et.al, the researcher finds a similarity and difference between this research with that of conducted by Merdana, et.al. The similarity is on the variable, but different object. And the other difference is in the procedure of collecting the data. The previous research used observation, interviews, and note taking. Meanwhile, this research will use observation and documentation to collect the data.

Second, a research conducted by Ririn entitled “Teacher’s Directive Speech Acts in English Teaching Learning Process at SMP Al-Islam 1 Surakarta Academic Year 2016/2017”. The purposes of the previous study were to identity the types of directive speech acts and the implementation of Speech Acts that was spoken by the English teachers. The study used a descriptive qualitative design. To collect the data, the previous researcher used the observation. The study found 130 teacher’s directive utterances that consisted of 102 direct speech acts and 28 indirect speech acts.

Furthermore, from the previous research above, the researcher finds the similarity and differences between this research and that of conducted by Ririn. The similarity is in the research design. Both of research uses a descriptive qualitative method. On the other hand, the differences are the previous research

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only focus on teacher’s directive, meanwhile this current research focus on whole classification of speech acts that are used by lecturers, and the purpose of the previous research and this research are different.

Third, a research conducted by Lu”lu Fatichatis Sholawat entitled “An Analysis Types of Speech Act Used by English Teacher in English Teaching Learning Process at MTs Al-Wahhab Bago Kradenan in Academic Year 2016/2017”. The objectives of the study were to analyze the types of speech acts that were used by the English teacher in English teaching and learning process at MTs Al-Wahhab Bago Kradenan based on Searle’s theory of speech acts and to analyze the most dominant kind of speech act. In this research, the researcher used descriptive qualitative method. The previous researcher used theory triangulation to check the validity of the data. The previous researcher got the data through observations, recording, and transcribing. The previous researcher found four kinds of speech acts that were spoken by the teachers. Those are directives, representatives, expressive and commissives. The most dominant speech acts that were used by the teachers is directives (63.004%)12.

Moreover, from the previous research above, the researcher finds the similarity between the previous research and this research. The similarities are the same variable, same purposes, and the same procedure in collecting the data. Meanwhile, the difference is in the collecting the data.

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F. Theoretical Bases

1. Pragmatics

Linguistic pragmatic is the study of the principles of communication that people follow when they have an interaction in social context rationally and efficiently. Pragmatics is the study of context that reliant in the aspects of meaning which are regularly taken away from the content instruction or logical form. Pragmatics is the study of meaning in to the context in which a person speaks or writes. Pragmatics presumes that when people interact with other they basically follow some kind of the principles of cooperative; that is, they share an understanding of how they have to cooperate in their communications.

Moreover, Pragmatics related to the study of meaning as communicated by a speaker or writer and comprehended by a listener or reader. This type of study should contain the interpretation of what people mean in certain context and how the context impact what is said. According to Levinson, pragmatics is the study of connections between language and context in which are grammatical or encoded in the arrangement of a language.

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pragmatic is the study of meaning that has a connection with the situations of speech\textsuperscript{18}.

In addition, Cruse proposed that pragmatics is the study focused in exploring the meaning of language which is tightly to the context\textsuperscript{19}. Pragmatics illustrate the form of linguistic, strategies and action patterns that are used to indicate and make a sense of language, which allow the speaker to understood the intended, but not uttered meaning\textsuperscript{20}.

2. Speech Acts

Speech acts were first compiled by J. L. Austin, then developed by John R. Searle. Based on his theory, Austin said that speaker does not only use language to say things, but to do things and that utterance call as speech acts\textsuperscript{21}. The speech acts theory starts with the presumption that the minimal unit of human communication is not a sentence or other expression, but some the kinds of particular performances of acts, such as making statements, asking questions, giving orders, describing, examining, apologizing, thanking, congratulating, etc.\textsuperscript{22} According to Yule, Speech acts are the action produced via utterance. When people


\textsuperscript{21}\textit{Ibid.}, p.7.

communicate with others, they do not merely produce utterance but also perform an action.\(^{23}\)

Furthermore, speech act theory illustrates what utterances are meant to do, such as promise, apologize, and threaten. These units also present critical discourse analysis, in ideological approach that explains the aim of language in social context, and explain how discourse reflects and decide power structure.\(^{24}\) Moreover, the theory of speech acts are the utterance of a sentence or piece of, an action within the social instructions framework and conventions. In common terms, we can usually identify the type of “action” produced by a speaker with the utterance. We use term speech act to illustrate an actions such as “requesting”, “commanding”, “questioning”, or “informing”.\(^{25}\)

3. Types of Speech Acts

Austin differentiated the speech acts into three types, these are locutionary acts, illocutionary acts, and perlocutionary acts.\(^{26}\)

A. Locutionary Acts

Austin defined the locutionary acts as the acts of speaking that engaged in the construction of speech, such as uttering particular sounds or making particular marks, using certain words and using them in conformity with the rules of

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\(^{23}\) George Yule, *Pragmatics....*, p.47.


\(^{26}\) Gila A. Schauer, *Interlanguage....*, p.7
grammatical of a certain language and with particular senses and certain reference\textsuperscript{27}. There is no motive of the speaker when he/she speak the utterance. It is also called the act of saying something\textsuperscript{28}.

B. Illocutionary Acts

According to Austin, illocutionary acts are the utterance of the speaker that has a certain purpose, there is an act that should be done of the utterance. Illocutionary acts are the action motive to be produced by an interlocutor in uttering a linguistic expression, by good of the ordinary force associated with it, either explicitly or implicitly\textsuperscript{29}.

It is the underlying force of the utterance or the interpretation of the utterance by the listener. The most important level of action in a speech act is the illocutionary act because the force that has been desired by the interlocutors, decides this act. Illocutionary act can be the real description of the condition of interaction.

C. Perlocutionary Acts

The third type of speech acts based on Austin’s categories is the perlocutionary act. According to Austin, perlocutionary acts

contain in the effects production upon the minds, feelings, or actions of the addressees, speaker, or other\textsuperscript{30}. Perlocutionary acts can be mentioned as an utterance that can affect someone. Perlocutionary act refers to the influence of the utterance in mind or action of the other person. The case perlocutionary act is what the speaker wants to deliver of what the speaker utters.

4. The classifications of Speech Acts

Based on Searle’s theory, there are five classifications of speech acts:

A. Representative

The main purpose of representative is to express the speaker’s belief on something that is fact or not. All the denote verbs of the representative are assessable on the assessment dimension which involves true and false. Furthermore, for example, boast and complain. Both of the denote verbs of representative with added future that they have something to do with the interest of the speaker.

Moreover, conclude and deduce are also representative with the added feature that they mark particular relations between the representative and the rest of the discourse or the context of utterance\textsuperscript{31}.

For example:


\textsuperscript{31} J.R. Searle, Expression..., p.12-13.
The sugar is sweet.

In the sentence above, the speaker believe that the sugar is literally sweet.

B. Directive

Directive is the speaker use to achieve other to do something. Directive consists of several actions, such as; suggesting, asking, requesting, and forbidding. The denote verbs members of this class are asking, ordering, commanding, asking, requesting, begging, pleading, praying, entreating, and also inviting, permitting, and advising.\(^{32}\)

C. Commisive

Commisive is speakers use to commit themselves to few future action. The propositional content is always that the speaker does some future action. The point of request is to try to get the hearer to do something but not necessarily to commit or obligate him to do it.\(^{33}\) There are several examples of illocutionary forces that fall under the category of commissives, these are promising, threatening, refusing, and pledging, offering, vowing and volunteering.\(^{34}\)

D. Expressive

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\(^{32}\)Ibid., p.13.

\(^{33}\) Ibid., p.14.

In expressive, the interlocutor expresses their psychological state\textsuperscript{35}. Expressive is the speaker use to state their feeling. Expressive involves an act in which the word expression what the interlocutor feels. The denote verbs of expressive are thank, congratulate, apologize, condole, deplore, welcome, etc. In producing an expressive, the interlocutor is not trying to make the world to match the words nor the words to match the world, rather the truth of the expressed proposition is presupposed\textsuperscript{36}.

E. Declaration

Declaratives can be said that bring a change in reality. It means that the world is in several ways no longer same after they have been uttered. Now in this clear sense, it is prevailed of all the performative verbs. After someone has congratulated other, for example, a new world comes into being in which that congratulation has taken place\textsuperscript{37}.

The point of these are: first, that they cause a change in the world over and above the fact that they have been carried out. This, however, is again true of all the other verbs, but notice that in the case, say, of congratulate, such effects would be perlocutionary, whereas in the case of declaratives they are illocutionary. The second point is that they standardly encode such changes. So, if someone says “resign”, then thereafter they

\textsuperscript{35} J.R. Searle, Expression..., p.15.
\textsuperscript{36} Ibid.,
\textsuperscript{37} Searle in Allan Cruse, Meaning..., p. 343
no longer hold the post they originally held, with all that entails.

The denote verbs of declaratives are resign, dismiss, divorce (in Islam), christen, name, open (e.g. an exhibition), excommunicate, sentence (in court), consecrate, bid (at auction), declare (at cricket), etc\textsuperscript{38}. When using this type, the interlocutor has to have a special institutional role, in a specific context, in order to produce a declaration properly.

5. Online Teaching and Learning

Teaching is defined as an activity that tells a person how to do something, gives instructions or lessons to students. Teaching is an activity carried out by a teacher to convey knowledge to students in class. Meanwhile, learning is described as the activity of the knowledge acquisition through study, experience or being taught\textsuperscript{39}. Learning is the process of active with successful student that able to hold a skill in a time to time and use it flexibly in various situations. Learning is the alteration that relatively permanent in the tendency of behavioral and the reinforced practice result. Learning is the assimilating information process with a resultant alteration in behavior.

Furthermore, online teaching and learning is the teaching and learning which use the technology to conduct it. Online teaching and learning is known as e-learning.

\textsuperscript{38} \textit{Ibid.}

a. E-Learning Theory

Electronic learning system or E-learning can be defined as a form of the technology of information that is applied in education in the websites form which can be accessed anywhere. With e-learning, students do not need to sit sweetly in the classroom to listen every explanation of a teacher. E-learning is able to make a target schedule to be short of learning time.

Moreover, Darin E. Hartley stated that E-learning is a kind of teaching and learning that allows the lesson material to be delivered to students by internet media, intranets, or the computer media\(^4\)

Furthermore, based on the technology used, E-learning is divided on the basis of technology, namely, (1) Computer Based Training (CBT), the era where e-learning applications began to emerge that were running on standalone PCs or in the form of CD-ROM packaging. The content is in the form of material in the form of text or multimedia (video and audio) in MOV, MPEG-1 or AVI format. The software company of Asymstrix (now called Click2learn) released a development tool called Toolbook while Macromedia also developed software called Authorware. By using the tools provided then the user has the

\(^4\)https://www.dosenpendidikan.co.id/e-learning-adalah/ accessed on May, 15 2020 at 3:08 pm
opportunity to try the practice questions without limiting the number and level of difficulty. However, in e-learning with this concept, communication occurs only in one direction. (2) LMS (Learning Management System). Along with the development of internet technology in the world, the world community is connected to the internet. The need for fast information is absolute, and distance and location are no longer obstacles. This is where a Learning Management System appears or commonly abbreviated as LMS. The rapid development of LMS makes new thinking to overcome the problem of interoperability between existing LMS with a standard. Emerging standards for example are standards issued by AICC (Airline Industry CBT Committee), IMS, IEEE LOM, ARIADNE, etc. The examples of these applications are Atutor, Schoology, etc. In this application there are material writing facilities, material uploads, assignments, question bank making, testing and assessment as well as communication facilities between users namely chatting, forums and blogs, and can also be added to other interesting modules such as calendars and photo album. (3) Web based e-learning application. The development of LMS leads to total Web-based e-learning applications, both for learners and teaching and learning administration. LMS began to be combined with portal sites which at this time could be said to be
a barometer of information sites, magazines, and world newspapers. The contents are also getting richer by combining multimedia, video streaming, and interactive appearances in a variety of data formats that are more standard, small and stable.

In addition, there are several benefits gained from the use of E-learning, namely; (1) the use of E-learning support the implementation of the learning process and increase students' absorption of the material being taught. (2) To increase the active participation of students. So the learning process becomes more interesting and not monotonous. (3) To improve students' independent learning ability, so the students do not always depend on their friends. (4) To improve the quality material of educator in which the quality of material that are provided by educators will improve because it can take from a variety of available sources. (5) To improve the ability to display information with information technology devices which with ordinary devices is difficult.

Meanwhile, E-learning has some shortages such as; (1) Direct interaction between teachers and students will be reduced. (2) The learning process will tend to lead to training not to education. (3) It will ignore the academic or social aspects
and vice versa and encourage commercial aspects. (4) Students who do not have high learning motivation will get a failure⁴¹.

6. Schoology

The Schoology was created by Jeremy Friedman, Ryan Hwang and Tim Trinidad while still undergraduates at Washington University in Louis, MO. Schoology is the networking service of social and virtual learning environment for K-12 school and higher education institutions⁴². Schoology has many features than other e-learning application, such as; video streaming, session recording, file or material sharing, messaging, grading, content library, participation controls, markup tools, hand raising, assessment, etc⁴³. Several reasons why Schoology is more effective that other e-learning, namely;

1) Classroom management of Schoology has many tools that help a teacher to support a connected online learning environment, such as; (a) the teachers are able to create online tests and quizzes, (b) the teachers can also post assignment or assessment for the online class, (c) the teachers can give the scores to the student’s work that it can be automatically feed into the grade book roster in Schoology.

2) Schoology presents curricular resources and collaborative groups for students and teachers to establish and increase with their personal learning networks.

⁴¹ Ibid.,
⁴² Http://www.wikipedia.com/schoology, accessed on April, 20 2020 at 2:15 pm
⁴³ Http://www.g2.com/products/schoology/features, accessed on June, 11 2020 at 9.30 pm
3) Schoolgy is able to open on many web browser, such as Chrome, Google, etc. there are also Schoology mobile apps for Android and IOS. The mobile app features are limited in comparison to the web. Schoology can also connect with other application, for examples Facebook, Twitter, and Google Drive.

4) Schoology is free for teachers, students, and parents. Teacher can make a code for parents to follow along with the course to monitor their son or daughter. Students can access class material from everywhere and every time\(^4\).

Meanwhile, Schoology is also has a disadvantages, namely: (1) students can navigate away from the main educational focus and get distracted, (2) no two accounts can be open at the same time on a computer, (3) students comments/discussion can not be moderated by teachers\(^5\).

G. Research Method

1. Approach of research

This research was of qualitative in nature. Creswell defined that qualitative research is an approach for investigating and comprehending the individuals of meaning or group consider to the social or human problem\(^6\).

In addition, Ary, et.al. stated that qualitative research focuses on the social

\(^4\)Http://www.rtschuetz.net/2012/12/five-reasons-why-schoology_rocks.html?m=1, accessed on June, 11 2020 at 10.30 pm

\(^5\)Http://newtechs.coe.uh.edu/toolname.cfm?toolid=160&toolname=Schoology, accessed on August, 05 2020 at 02:21 pm

phenomena understanding from the human participant mindset in natural settings\textsuperscript{47}. Moreover, qualitative research is the research approach that use to analysis the social phenomena naturally.

Furthermore, this study used descriptive qualitative design. According to Sutopo, in descriptive design, the analysis of the data is done naturally objective, and factual\textsuperscript{48}.

2. **Presence of Researcher**

In qualitative research, the presence of researcher is in the place where the study conducted that is very important and needed optimally. The researcher is the main key instrument in expressing meaning and at the same time as a data collection tool. In this research, researcher went directly to the field to observe and collect the required data. In this study, the researcher participated as a participant observer, in which the subject or informant knows the researcher's attendance in the research of speech acts used by English lecturers in Schoology.

3. **Setting of Research**

This research carried out at the State Islamic University of Mataram, located on Gajah Mada Street, Jempong. In this study, the researcher conducted research in online teaching and learning class in Schoology of A class 6\textsuperscript{th} semester of Study Program of English Language Education in academic year 2019/2020. The researcher took the A class of

\textsuperscript{47} Donald Ary, et. al., *Introduction to Research in Education*, (USA: Wadsworth, 2010), eight edition, p. 420.

the 6th semester by the reason that the A class was the first class of the 6th semester. The 6th semester consisted of four classes. So, there were no such things that make the class different, all the classes were same.

Furthermore, the researcher took the 6th semester because based on the researcher experience as the students at the 6th semester that they were more aware and understand when their lecturers express a speech acts. Moreover, the reasons why the researcher took only one class because each lecturers tend to give the same explanation of the lesson material to their students although there was a little bit differentiation in their speech acts later.

4. Source of Data

Data source is one of the most vital in research. Errors in using or understanding the data source, the data obtained will also be missed than expected. Data source in this study was the speech acts used by two English lecturers when teaching in Schoology of A class at 6th semester of study program of English Language Education of UIN Mataram. In the 6th semester, there were various subjects such as, Research Methods in ELT, Research Statistic, Psycholinguistic, Instructional Design, Technology Enhanced Language Learning (TELL), Language Learning Assessment, Microteaching, Educational Linguistics, English for Tourism, and Practice of Tourism Guiding.

\[^{49}\text{Bungin Burhan, Social Research Methodology, (Surabaya: Airlangga University Press, 2001), p.129.}\]
Furthermore, the researcher takes two English lecturers of Psycholinguistic and TELL that both of subjects are content course and the reasons why the researcher took two English lecturers of those subjects because the two lecturers used the Schoology in teaching their students. The data was in the form of words, phrases, sentences, and utterances that were spoken by the two English lecturers in the online teaching and learning process in Schoology.

5. Procedure of Data Collection

In this research, the researcher used two steps to get the data. First, the researcher observed teaching and learning process in Schoology that focuses on speech acts that were used by the English lecturers. In this research, the researcher used nonparticipant observation in which not directly involve in the learning process but only as an observer50.

Second, the researcher took the lecturers’ utterances which were in the form of written language that have been posted in Schoology. In this step, the researcher used the documentation technique.

6. Technique of Analyzing Data

Data analysis is done by organizing data, describing it into units, synthesizing, arranging into patterns, choosing what is important and what will be studied, and making conclusions that can be shared with others51.


There were three activities in analyzing data in qualitative research according to Miles & Huberman. They were data reduction, data display, and conclusion. In this research, the researcher used various steps to analyze the data of the classifications of speech acts and the dominant classifications that were used by the teachers in teaching and learning process based on Searle’s theory.

a. Data Reduction

Data reduction means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns. Thus the data to be reduced gives a clearer picture, and makes it easier for researchers to collect further data, and look for it if needed\(^\text{52}\).

In reducing data, researcher began with choosing the lecturers’ posts in Schoology. Then, the researcher selected the important data that needed. Then, the researcher identified the classifications of speech acts and the dominant speech acts were spoken by the lecturers in online teaching and learning process in Schoology.

b. Data Display

The next step is displaying the data. The function of the data display is to perform accessible, compact, and organized information about the data. In this research, the researcher displayed the data that have been reduced by using a table.

\(^{52}\text{Ibid.}, \text{p.247}\).
Then, the researcher made the percentage of the data to know the dominant classifications that are used by the English lecturers in teach the students. Here is the formula of percentage:

\[ P = \frac{F}{N} \times 100\% \]

Note:
- \( P \) = Percentage
- \( F \) = Frequency
- \( N \) = The sum of Frequencies

c. Conclusion

After displayed the data in the form of table, researcher interpreted it and gave a conclusions and verification of the data. Based on the data that were taken from the table, the next step was taken by the researcher that was to consider and interpret the data so that the conclusions and verifications of the classifications of speech acts and the dominant of speech acts were performed by the lecturers can be drawn.

7. Trustworthiness

The validity of the data is conducted to prove whether the conducted research is really a scientific research as well as to test the data obtained. In this research, the researcher will use triangulation technique to
check the validity of the data. Triangulation is a technique to check the validity of data that utilizes something else. There are several ways of triangulation, they are: source triangulation, time triangulation, theory triangulation, and the last instrument triangulation. In this study, the researcher used the triangulation of source to check the validity of the data.

The researcher asked the expert to check the validity. The expert who was chosen by the researcher to check the validity was Mr. Najamuddin, S.Pd, M.Hum. He is the lecturer of linguistics in UIN Mataram. The researcher asked him to check the data whether it was included to the context of classification of speech act or not. The researcher gave him the table data of validation, so that the validator can select the correct data or error data. There were 73 utterances of two English lecturers found that to be checked. When the validator did the validation, there was no data which was error. It meant that all the data were valid.

**H. Organization of Discussion**

Chapter I, this chapter was introduction. In this chapter the researcher explained the research background, problem statement, objective and significance of the research, scope and setting of the research, literature review, theoretical framework, research method, and the last is systematical of discussion. Chapter II. In this chapter, the researcher explained the data display and findings of the research. Chapter III. In this chapter, the

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researcher discussed the analyzing process of the research findings based on research perspective or theoretical bases. Chapter IV. In this chapter, the researcher provided the conclusion of the research and the suggestion of the research.
CHAPTER II

DATA DISPLAY AND FINDINGS

This chapter presents the data display and research finding based on the problems stated in the first chapter of this research, namely the classifications of speech acts produced by English lecturers in online teaching and learning and the dominant classification of speech acts performed by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram. The data were taken from communication between lecturers and students in the form of written language on lecturers’ post and comments when the teaching and learning went online through Schoology. Two online courses observed in this research were Psycholinguistics and Technology Enhance Language Learning (TELL). Observation was conducted during four times meeting of online teaching and learning, from March to April. The classification of speech acts in this research was analyzed based on Searle’s theory and the dominant speech was analyzed by making a percentage of the frequency of each speech acts using a formula of percentage.

A. The classifications of speech acts used by English lecturers in online teaching and learning process through Schoology at Study Program of English Language Education, State Islamic University of Mataram.

Based on the result of observation on lecturers’ speech acts in online teaching and learning process through Schoology, it was found that the researcher found 73 utterances of two English lecturers in the form of written
language containing speech acts; 38 utterances used by first English lecturer and 35 utterances used by second English lecturer. Then, from those 73 utterances, the researcher found 4 classifications of speech acts of 5 classifications produced by the two English lecturers, namely; representative, directive, commissive, and expressive. The researcher divided those utterances of the first lecturer and second lecturer one by one. The findings of this research can be seen in the following table.

Table 2.1
Classifications of Speech Acts Used by Two English Lecturers

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Classifications of Speech Acts based on Searle’s Theory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Representative</td>
<td>Directive</td>
</tr>
<tr>
<td>Lecturer 1</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Lecturer 2</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Total:</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

1. The Classifications of Speech Acts Used by First English Lecturer

The researcher found 41 utterances containing speech acts produced by first English lecturer in the form of written language in online teaching and learning process of Psycholinguistics subject which can later be classified into representative, directive, commissive, and expressive. The researcher provided the findings below.

a. Representative
The researcher found 15 representative speech acts performed by the first English lecturer in online teaching and learning process. The representatives were used by the first English lecturer consisted of several contexts, namely informing, explaining, reminding, and stating. Then, the researcher presented the utterances that are categorized into representative in the following table.

**Table 2.2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Representatives Speech Acts of 1st Lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Here is my video containing materials for today meeting</td>
<td>Informing</td>
</tr>
<tr>
<td>2.</td>
<td>Here is the next material for PSY class.</td>
<td>Informing</td>
</tr>
<tr>
<td>3.</td>
<td>Here are enrichment materials about Lang. Acquisitions vs Comprehensions.</td>
<td>Informing</td>
</tr>
<tr>
<td>4.</td>
<td>Here is my video containing materials for this week meeting in Psycholinguistic class.</td>
<td>Informing</td>
</tr>
<tr>
<td>5.</td>
<td>ALM, as long as it is ALM and applies similar teaching procedure, so the ALM is still the traditional ALM</td>
<td>Explaining</td>
</tr>
<tr>
<td>6.</td>
<td>DM main focus is on developing speech since it carries direct practice like in NM</td>
<td>Explaining</td>
</tr>
<tr>
<td>7.</td>
<td>Don't miss the Quiz.</td>
<td>Reminding</td>
</tr>
<tr>
<td>8.</td>
<td>Since it Natural, the teacher must be one of natural participant that directly observes and assess</td>
<td>Explaining</td>
</tr>
<tr>
<td>9.</td>
<td>I would like to give response, related to fluent</td>
<td>Stating</td>
</tr>
</tbody>
</table>
teacher, fluent here means native like…

10. GTM only needs teacher with ability to use dictionary, ability to help students understand the general pattern of sentence, and how to general translation

11. Combination of all methods are possible, there is no strict rule that make us unable to combine

12. We are still able to implement the traditional method as long as we do believe it is suitable for our current students.

13. You have learnt

14. I will wait for your friends response/contribution before I give comments.

15. You will have Schoology Online Quiz this weekend on all materials

b. Directive

There were 6 directive speech acts used by the first English lecturer in online teaching and learning process. Directives uttered by the first lecturer included; commanding, and inviting that can be shown in the following table.

Table 2.3

First Lecturer’s Directives Speech Acts

<table>
<thead>
<tr>
<th>No</th>
<th>Directives speech acts of 1st Lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Watch and learn.</td>
<td>Commanding</td>
</tr>
<tr>
<td>2.</td>
<td>You may share ideas and discuss your questions below this post</td>
<td>Inviting</td>
</tr>
</tbody>
</table>
3. pray for the end of pandemic  Commanding
4. Guys, you may give comments on your classmates questions.  Inviting
5. Then, share what you have learnt as well as your attempt to search another sources of learning.  Commanding
6. Keep learning  Commanding

c. Commisive

The researcher found 8 commissives speech acts used by the first lecturer in online teaching and learning process which belong to promising context. Commissive speech acts used by the first lecturer can be seen in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Commissives speech acts of 1st Lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will be here in Schoology to give response on your discussion.</td>
<td>Promising</td>
</tr>
<tr>
<td>2.</td>
<td>I will post a material for whole week meeting at once</td>
<td>Promising</td>
</tr>
<tr>
<td>3.</td>
<td>I will make evaluation on students’ participation in every weekend.</td>
<td>Promising</td>
</tr>
<tr>
<td>4.</td>
<td>we will meet directly soon with real white board</td>
<td>Promising</td>
</tr>
<tr>
<td>5.</td>
<td>I will be here in Schoology also to give response on your discussion.</td>
<td>Promising</td>
</tr>
<tr>
<td>6.</td>
<td>Detail will be explained later.</td>
<td>Promising</td>
</tr>
<tr>
<td>7.</td>
<td>Your contribution of learning will be granted as class performance score.</td>
<td>Promising</td>
</tr>
<tr>
<td>8.</td>
<td>participation to respond on others will also be considered as being active.</td>
<td>Promising</td>
</tr>
</tbody>
</table>
d. Expressive

The researcher found 9 expressive speech acts performed by the first English lecturer that consisted of opening, hoping, thanking, appreciating, and closing context. The data can be seen below.

**Table 2.5**

**Expressive Speech Acts of First Lecturer**

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressive speech acts</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assalamualaikum Wr.Wb.</td>
<td>Opening</td>
</tr>
<tr>
<td>2.</td>
<td>Hi students,</td>
<td>Appreciating</td>
</tr>
<tr>
<td>3.</td>
<td>I do hope everyone is in healthy condition</td>
<td>Hoping</td>
</tr>
<tr>
<td>4.</td>
<td>Thank you</td>
<td>Thanking</td>
</tr>
<tr>
<td>5.</td>
<td>Thanks Zainal</td>
<td>Thanking</td>
</tr>
<tr>
<td>6.</td>
<td>My great appreciation to Makmur, Jannah, Santi, Widi, Nurhaini, Ummul, Fitria for the contribution through discussion on given topics</td>
<td>Appreciating</td>
</tr>
<tr>
<td>7.</td>
<td>Dear Students,</td>
<td>Appreciating</td>
</tr>
<tr>
<td>8.</td>
<td>See you</td>
<td>Closing</td>
</tr>
<tr>
<td>9.</td>
<td>Salam,</td>
<td>Opening</td>
</tr>
</tbody>
</table>

2. The Classifications of Speech Acts Used by Second English lecturer

There were 35 utterances belong to speech acts that the researcher found in the second English lecturer’s written language in online teaching and learning process on TELL subject. Specifically, they can be divided into representative, directive, commissive, and expressive.
a. Representative

The researcher found 1 representative speech act used by second English lecturer in online teaching and learning process which belongs to guessing context. The utterance can be seen in the following table.

**Table 2.6**

**Second Lecturer’s representative Speech Acts**

<table>
<thead>
<tr>
<th>No.</th>
<th>Representative of 2nd lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I think it is an important part of our discussion in this class.</td>
<td>Guessing</td>
</tr>
</tbody>
</table>

b. Directive

There were 26 utterances of directive speech acts used by second English lecturer in online teaching and learning process which contain commanding, advising, forbidding, and suggesting context. The data is in the table below.

**Table 2.7**

**Second Lecturer’s directive speech acts**

<table>
<thead>
<tr>
<th>No.</th>
<th>Directive speech acts of 2nd Lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please open week 4: Multiliteracy and take the quizzes to prepare yourself for the midterm test.</td>
<td>Commanding</td>
</tr>
<tr>
<td>2.</td>
<td>Join the discussion in the week 5 about TBLT and technology.</td>
<td>Commanding</td>
</tr>
<tr>
<td>3.</td>
<td>Read the article give</td>
<td>Commanding</td>
</tr>
<tr>
<td>4.</td>
<td>Answer the questions by commenting here</td>
<td>Commanding</td>
</tr>
<tr>
<td>5.</td>
<td>Watch the video</td>
<td>Commanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>Answer the given questions</td>
<td>Commanding</td>
</tr>
<tr>
<td>7.</td>
<td>Summarize a research on English language teaching using</td>
<td>Commanding</td>
</tr>
<tr>
<td>9.</td>
<td>Please watch the video</td>
<td>Commanding</td>
</tr>
<tr>
<td>10.</td>
<td>Answers the following questions</td>
<td>Commanding</td>
</tr>
<tr>
<td>11.</td>
<td>Keep up the good work.</td>
<td>Advising</td>
</tr>
<tr>
<td>12.</td>
<td>Please be active in this discussion forum as it is graded.</td>
<td>Advising</td>
</tr>
<tr>
<td>13.</td>
<td>Read the textbooks</td>
<td>Commanding</td>
</tr>
<tr>
<td>14.</td>
<td>Watch the video below</td>
<td>Commanding</td>
</tr>
<tr>
<td>15.</td>
<td>Please read the technology mediated task textbook</td>
<td>Commanding</td>
</tr>
<tr>
<td>16.</td>
<td>Summarize the first chapter of the book: &quot;Towards Technology-Mediated TBLT&quot; by Marta González-Lloret &amp; Lourdes Ortega (see the attachment).</td>
<td>Commanding</td>
</tr>
<tr>
<td>17.</td>
<td>Be actively participative in this discussion by answering the questions given below.</td>
<td>Commanding</td>
</tr>
<tr>
<td>18.</td>
<td>Please read your handbook in order to help you answer the questions.</td>
<td>Commanding</td>
</tr>
<tr>
<td>19.</td>
<td>Please summarize this article</td>
<td>Commanding</td>
</tr>
<tr>
<td>20.</td>
<td>Bring to the class in this week</td>
<td>Commanding</td>
</tr>
<tr>
<td>21.</td>
<td>Your summary should not be more than one page</td>
<td>Forbidding</td>
</tr>
<tr>
<td>22.</td>
<td>Write your answer in a piece of paper.</td>
<td>Commanding</td>
</tr>
<tr>
<td>23.</td>
<td>Read the article by Zeynep Turuan &amp; Birgul Akdag-Cimen (2019) below</td>
<td>Commanding</td>
</tr>
<tr>
<td>24.</td>
<td>Bring this summary to the class in the following meeting next week.</td>
<td>Commanding</td>
</tr>
<tr>
<td>25.</td>
<td>You can add more specific explanation...</td>
<td>Suggesting</td>
</tr>
<tr>
<td>26.</td>
<td>Keep up reading</td>
<td>Advising</td>
</tr>
</tbody>
</table>
c. Commissive

The researcher discovered 1 utterance of commissive speech acts performed by the second lecturer in their written language that had been posted in Schoology. The commissive belongs to promising context which can be seen in the following table.

Table 2.8
Second Lecturer’s Commissive Speech Acts

<table>
<thead>
<tr>
<th>No.</th>
<th>Commissives speech acts of 2nd Lecturer</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will also divide you into a group of three for your future presentation</td>
<td>Promising</td>
</tr>
</tbody>
</table>

d. Expressive

There were 8 utterances of expressive speech acts that were produced by second lecturer in online and teaching process which consisted of thanking, opening, pleasure, like, appreciating, and hoping.

It can be seen in the following table.

Table 2.9
Second Lecture’s Expressive Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressive speech acts</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dear all,</td>
<td>Opening</td>
</tr>
<tr>
<td>2.</td>
<td>Great job..</td>
<td>Appreciating</td>
</tr>
<tr>
<td>3.</td>
<td>Hi Maryam.. thank you..</td>
<td>Thanking</td>
</tr>
<tr>
<td>4.</td>
<td>I love your work, overall, well done</td>
<td>Like</td>
</tr>
</tbody>
</table>
Thank you | Thanking
---|---
I am happy you read and learn too. | Pleasure
I love your work | Like
In order to successfully pass this week | Hoping

B. The Dominant Classification of Speech Acts Used by Two English Lecturers in Online Teaching and Learning Process Through Schoology at Study Program of English Language Education, State Islamic University of Mataram.

Based on the data in table 2.1, in the previous explanation, the researcher discovered 16 representatives, 32 directives, 9 commissives, and 16 expressives in utterances of two English lecturers. From the data the researcher identified so far the dominant classification of speech acts produced by the two English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram. Details are as follows.

1. First Lecturer’s Dominant Speech Acts Classification

The percentage of speech acts classification used by the first English lecturer in online teaching and learning process can be seen in the following table.
Table 2.10

The Dominant Classification of Speech Act Used by First Lecturer

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification of Speech Acts</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Representatives</td>
<td>15</td>
<td>39%</td>
</tr>
<tr>
<td>2</td>
<td>Directives</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>Commissive</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>Expressives</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>5</td>
<td>Declaratives</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on the table above, the researcher found 38 utterances of speech acts used by the first lecturer in online teaching and learning process through Schoology. Here, representatives were used 15 times (39%); directives were used 6 times (16%); commissives were used 8 times (21%); and expressives were used 9 times (24%). From the figures, the dominant speech acts classifications of the first lecturer in online teaching and learning process in Schoology was representatives.

2. Second Lecturer’s Dominant Speech Acts Classification

The percentage of dominant speech acts classification that was used by the second lecturer in online teaching and learning process through Schoology which can be shown in the following table.
Table 2.11

The Dominant Classification of Speech Act Used by Second Lecturer

<table>
<thead>
<tr>
<th>No.</th>
<th>Illocutionary Acts</th>
<th>Frequency</th>
<th>Percentage (%)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Representatives</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>Directives</td>
<td>26</td>
<td>74%</td>
</tr>
<tr>
<td>3</td>
<td>Commissive</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>4</td>
<td>Expressives</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Declaratives</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table above shows the dominant classification of speech acts spoken by the second lecturer in online teaching and learning process through Schoology.

Of the 35 utterances, representatives were used 1 time (3%); directives were used 26 times (74%); commissives were used 1 time (3%); expressives were used 7 times (20%). From the figure, the dominant speech acts classification of the second lecturer in online teaching and learning process through Schoology was directives.

In addition, based on the explanations above, the researcher presented a table of the most dominant classifications of speech acts used by two English lecturers in online teaching learning process using Schoology based on Searle’s theory. The data can be seen in the following table:
Table 2.12
The Frequency of Classification of Speech Act Uttered by Two English Lecturers

<table>
<thead>
<tr>
<th>No.</th>
<th>Classifications</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L 1 + L 2</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Representatives</td>
<td>16</td>
<td>22%</td>
</tr>
<tr>
<td>2.</td>
<td>Directives</td>
<td>32</td>
<td>44%</td>
</tr>
<tr>
<td>3.</td>
<td>Commissives</td>
<td>9</td>
<td>12%</td>
</tr>
<tr>
<td>4.</td>
<td>Expressives</td>
<td>16</td>
<td>22%</td>
</tr>
<tr>
<td>5.</td>
<td>Declaratives</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the two English lecturers used 77 utterances which contain speech acts. The table also revealed that the two English lecturers respectively used representatives 16 times (22%), directives 32 times (44%), commissives 9 times (12%), and expressives 16 times (22%). From the data, it can be pointed out that the dominant classification of speech act used by the two English lecturers in online teaching and learning via Schoology at Study Program of English Language Education, State Islamic University of Mataram is directives.
CHAPTER III

DISCUSSION

This chapter presents the discussion of research findings related to the research objectives, namely (1) the classifications of speech acts produced by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram. and (2) the dominant classification of speech acts performed by English lecturers in online teaching and learning process at Study Program of English Language Education, State Islamic University of Mataram. The researcher achieved the data by conducting observation and documentation technique. The data obtained in the form of the lecturer’s word, phrase, and sentences in online teaching and learning process through Schoology. Then, the data were analyzed by applying the theory of speech acts classifications by Searle’s theory.

A. Classifications of Speech Acts Used by Two English Lecturers in Online Teaching and Learning Process through Schoology at Study Program of English Language Education, State Islamic University of Mataram.

Yule stated that speech acts is an action that are performed via utterance\(^{55}\). Then, Searle classified speech acts into five classifications, namely representatives, directives, commissives, expressives and declaratives\(^{56}\). There

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\(^{55}\text{George Yule, } Pragmatics, \text{(Oxford: Oxford University Press, 1996) p.47}\)

\(^{56}\text{Searle in Gila A. Schauer, } Interlanguage Pragmatic Development, \text{(New York: Continuum International Publishing Group, 2009) p. 8}\)
were four classification of speech acts found in this study, namely; representative, directive, commissive, and expressive.

1. Representative

Representative is the speakers’ expression of something that they believe to be the fact or not\(^{57}\). Representative speech acts can be noted by several contexts, such as: reminding, telling, asserting, denying, correcting, stating, guessing, predicting, reporting, describing, informing, insisting, assuring, agreeing, claiming, beliefs, concluding.

In this study, the lecturers used representatives to state something factual or not. There were several contexts of the lecturer’s expressions that contained in representatives, namely informing, explaining, reminding, stating, and guessing.

In the context of informing, the lecturers informed students about a material that had been posted in Schoology, for examples the lecturers said:

First lecturer: “Here is my video containing materials for this week meeting in Psycholinguistic class”.

First lecturer: “Here is enrichment material about Lang. Acquisitions vs Comprehensions.”

In explaining, the lecturers gave an explanation to their students some lesson material which was not understood by the students. For examples:

\(^{57}\) *Ibid.*
First lecturer:” I would like to give response, related to fluent teacher, fluent here means native like… GTM only needs teacher with ability to use dictionary, ability to help students understand the general pattern of sentence, and how to general translation”.

First Lecturer:”DM main focus is on developing speech since it carries direct practice like in NM.”

In reminding, the lecturers remind his students, for example:

First lecturer:” Keep learning and don't miss the Quiz”.

In stating context, the lecturers expressed his opinion relating to the material that had been explained. In the example:

First lecturer:” We are still able to implement the traditional method as long as we do believe it is suitable for our current students”.

2. Directive

Directive is the words of someone who intends to ask the interlocutor to do something. Directives consist of several verbs such as: asking, ordering, commanding, asking, requesting, begging, pleading, praying, entreating, and also inviting, permitting, and advising. In this study, the lecturers performed the directive to ask their students to do something. The lecturers used several contexts of utterances that included in directive, namely commanding, inviting, advising, forbidding, and suggesting.

58 Ibid.,
In commanding context, the lecturers instructed students to answer questions, watch videos, read articles, summarize the articles, and study. For example:

First lecturer: "Watch and learn".
First lecturer: "Then, share what you have learnt as well as your attempt to search another sources of learning".
Second lecturer: "Read the article given and answer the questions by commenting here".
Second Lecturer: "Please watch the video and answers the following questions."

In the inviting context, the lecturers used the modal verb “may” which indicated an invitation to students. For example, the first lecturer said “You may share ideas and discuss your questions below this post”, “Guys, you may give comments on your classmates questions.”

In advising context, the lecturers advised students to continue learning and reading, for the example second lecturer said “Well done… keep up the good work”, and “keep up reading.”

In forbidding, the lecturers used the verb “should not” in the statement that showed the prohibition of student not to summarize more than one page, for the example the second lecturer said “your summary should not be more than one page”.

And in suggesting context, the lecturers give the suggestions to the students. In the example, the second lecturer said “you can add more specific explanation”.

3. Commisive

Commissive is the utterances of someone that is used to do something in the future acts which bind the speaker to carry out what is mentioned in the utterance. The verb that fall under commissive are promising, threatening, refusing, and pledging, offering, vowing and volunteering. In this research, the lecturers used commissive in their utterances to state an action in the future. Moreover, there was one context of lecturer utterance which indicated to commissive, namely promising. In promising context, the lecturers used a modal verb “will” that indicated the existence of future action. For example, the first lecturer said “I will make evaluation on students’ participation in every weekend”, and “we will meet directly soon with real white board”.

4. Expressive

Expressive is a speaker’s utterances that is used to express their feeling. The denoted verbs of this classification are pleasure, pain, like, dislike, joy, or sorrow. In this study, the lecturers performed the expressive to state their feeling to their students. In this study, what is includes in the

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60 Ibid.,
62 Searle in Gila A. Schauer, Interlanguage Pragmatic Development..., p. 8
expressive domain is opening, hoping, thanking, appreciating, closing, like, and pleasure.

In opening and closing context, lecturers delivered a greeting to students in each their post. For example; first lecturer said “Assalamualaikum Wr.Wb. Hi students, “See you and keep learning”, and the second lecturer said “Dear all”.

In hoping context, the lecturers stated their hope about the condition of the students. For example, the first lecturer said “I do hope everyone is in healthy condition”,

In thanking, the lecturers stated their thanks to the students. For the example, first lecturer said “Thank you”, and the second lecturer said “Hi Maryam.. thank you”.

In appreciating, the lecturers appreciated the students’ work. For example, first lecturer said “My great appreciation to Makmur, Jannah, Santi, Widi, Nurhaini, Ummul, Fitria for the contribution through discussion on given topics”, second lecturer said “great job”.

In like and pleasure, the lecturers stated their like and happiness of the students’ work or comments in Schoology. For the example, the second lecturer said “I love your work, I am happy you read and learn too”.
B. Dominant Classification of Speech Acts Used by Two English Lecturers in Online Teaching and Learning Through Schoology at Study Program of English Language Education, State Islamic University of Mataram.

Based on the finding of this research, the researcher found 73 utterances produced by two English lecturers in online teaching and learning process using Schoology at Study Program of English Language Education, State Islamic University of Mataram. The most dominant classification of speech acts is directives; it was used 32 times (44%). Meanwhile, representatives, commissives and expressives were not often to use because the lecturers leaned to expect an action that had to be done by the student from what they said to their students.

In this Study, both of the lecturers used directive speech acts to make their students more actives. The two English lecturers did not explain the material directly but instead instructed their student to do something, such as did an assignment, read articles, watched videos, and studied. From the instructions of the two lecturers the students became more independent, but when the lesson was not understood by the students, the student could ask to the lecturers. The examples of lecturers’ directive speech acts:

The first lecturer said “Guys, you may give comments on your classmates questions; “Then, share what you have learnt as well as your attempt to search another sources of learning; you have learnt”, and “Watch and learn”,

The second lecturer said “Guys, you should do at least one assignment per week. How many assignments have you done this week?”, and “Guys, you have to study the lesson at home before the next class”.

In addition, some other types of speech acts were also used by the lecturers in the online teaching and learning process. The representatives were used 12 times (16%) to express agreement or disagreement with students’ opinions. The commissives were used 7 times (9%) to make requests or suggest actions. The expressives were used 6 times (8%) to express emotions or reactions to students’ behavior.

Overall, the use of directive speech acts was dominant in the online teaching and learning process of the two English lecturers at the Study Program of English Language Education, State Islamic University of Mataram. This finding suggests that lecturers need to pay attention to the balance of speech acts used in their teaching, to ensure effective communication and learning.
The second lecturer said “What is more, do join the discussion in the week 5 about TBLT and technology, “Watch the video and answer the given questions”, “bring to the class in this week”.

For further discussion, this finding is similar idea with the research by Lu”lu Fatichati Sholawat entitled “An Analysis Types of Speech Act Used by English Teacher in English Teaching Learning Process at MTs Al-Wahhab BagoKradenan in Academic Year 2016/2017”. The research stated that there were four kinds of speech acts that were produced by the teacher. Those are representatives, expressive, commissives and directives. And the most dominant type of speech acts that were used by English teachers is the directive (63.004%).

In addition, this finding is also similar with the study by Merdana, et.al entitled “Analysis of Speech Acts Produced by Elementary School Teachers and Students to Facilitate Teaching and Learning at SDN 10 Pringgasela East Lombok”. In the study conducted by Merdana et.al, it found four types of speech acts that were used by the teacher namely, representative, directives, commissives, and declarative. But, in this previous study Merdana did not find expressive speech acts in teachers utterances, and in this current study the researcher did not find declarative in lectures utterances. Then, the dominant is assertive (97.32%).


Meanwhile, this study is against idea with the research that conducted by Ririn Dyah Eka Savitry entitled “Teacher’s Directive Speech Acts in English Teaching Learning Process at SMP Al-Islam 1 Surakarta Academic Year 2016/2017”. The previous research only focused on directive speech acts that consisted of direct speech and indirect speech.\textsuperscript{65}

CHAPTER IV
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of this study. The conclusions are derived from the findings of the research explained on the chapter two. Suggestions are addressed to the English students, English teachers, and further researchers.

A. Conclusion

From the result of this study, it can be concluded that:

1. the classification of speech acts used by English lecturer in online teaching and learning via Schoology at State Islamic University of Mataram are representatives in contexts of informing, explaining, reminding, guessing and stating; directives in commanding, praying, suggesting, advising, asking, forbidding, and inviting context; commisives in promising context; and expressive in context of opening, thanking, hoping, appreciating, pleasure, like, and closing. The four speech acts classification found in the lecturers’ utterances appeared in their posts and comments on Schoology when they do online teaching.

2. The dominant classification of speech act used by the two English lectures is directive (44%) where the lecturers commanded their students to do something to make the students more active in discussion forum in Schoology or study by themselves.
B. Suggestion

Based on the discussion of research findings in this study, the researcher presented several suggestions for the Students, English lecturer, and future researcher.

1. English Learners

   The English learners should pay more attention to speech acts phenomena. The English learners can apply speech acts as a way to learn English better.

2. English Lecturers

   English lecturers should have awareness of speech acts phenomena in their environment, especially in the school area. This phenomenon can also be used as learning material in order to give more understanding about language phenomena to the students.

3. Future Researchers

   The researcher suggests that future researchers conduct the research related to the speech acts. Future researchers might conduct any research to identify any aspect related to speech acts. It is also suggested that future researchers expand the observation period in order to find more data, that future researchers do interviews in their research. The interview result can help to answer their research problem. The interview results can be used as the comparative data for the theory grounded by the experts and future researchers’ analysis. The researchers can also analyze the topic by using qualitative method which depends on the research objectives.
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Http://www.rtschuetz.net/2012/12/five-reasons-why-schoology-rocks.html?m=1, accessed on June, 11 2020 at 10.30 pm

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### Appendices 1

**MATA KULIAH DAN DOSEN PENGAMPU**  
PADA PROGRAM STUDI TADRIS/PENDIDIKAN BAHASA INGGRIS (TBI)  
**FAKULTAS TARBIYAH DAN KEGURUAN (FTK) UIN MATARAM**  
**SEMESTER GENAP TAHUN AKADEMIK 2019/2020**  
**SEMESTER VI**

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**Jumlah** 22
Appendices 2

First Lecturer’s Posts in Schoology

*Pilih minimal 2 SKS dari 4 SKS MK pilihan
June 28, 2023 at 11:16 am - Edit

Re: Well chaired mattress

Hi, skv3nt.

I hope you have learned as well as your attempt to search another about
your issue. Please be that you have learned something.
Also before I give comments,
you have learned them will be explained later.

Dr. Jasa

What: Jan 19, 2023 at 10:34 am - Comment: Like

I wonder if you have learned something about your issue.
Can you explain what you have learned?

Dr. Jasa

What: Jan 19, 2023 at 10:34 am - Comment: Like

I wonder if you have learned something about your issue.
Can you explain what you have learned?

Dr. Jasa

What: Jan 19, 2023 at 10:34 am - Comment: Like

I wonder if you have learned something about your issue.
Can you explain what you have learned?

Dr. Jasa
Appendices 3

Second Lecturer’s Posts in Schoology
Week 5: Technology and TBLT

Date: Friday, March 13, 2020 at 11:05 am

In this week, you will be focusing on the role of TBLT (technology-based language teaching). Please be prepared to give examples of TBLT in your classroom.

In order to successfully pass this week, you need to do two tasks:
1. Read the text below and answer the given questions.
2. Watch the video and answer the given questions.

Text:

What is the role of technology in language teaching? How can technology be used to enhance language learning? (EFL/ESL) Technology and task-based learning (TBLT) by Maria Gonzalez

Identify the following:

- What is the role of technology in language teaching?
- What is TBLT and what are its benefits?
- What are the challenges for technology in the classroom?

Watching video: Watch the video below and answer the following questions:

- What is the role of technology in language teaching?
- What is TBLT and how does it work?

Video: Video Task-Based Learning

1. What is the role of technology in language teaching?
2. What is TBLT and how does it work?
Week 5: Technology and TBLT

Summary: Please read the technology mandated textbook and summarize the first chapter of the book "Teaching Technology through TBLT" by Maria Gonzalez / Cristeta Ortega (see the attachment). Bring this summary to the class in the following meeting next week.

Thank you.

Nia Meyer, 6 Mar 10, 2011 at 10:29 a.m.

MGonzalezh книга для чтения, lensa Gonzalez Ortega Technology through TBLT.pdf 85% 85%

Write a comment

M. ZENNAH, ASIAH 6 Mar 10, 2011 at 1:25 p.m.

Academic specialist sir, I have already read the book and now the attachment and this is my answer based on my understanding. Thank you.

ENG: 200P, Page 3

Week 5: Technology and TBLT

Week 5: Technology and TBLT

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Week 5: Technology and TBLT

Week 5: Technology and TBLT

Week 5: Technology and TBLT

Week 5: Technology and TBLT
Week 6: Blended Learning

1. List some key features of online-learning systems that are not found in face-to-face language learning systems. Where do these features come from?

2. From 2008 and 2014, how many blended-learning studies were translated into language studies? And under the five major categories from these studies.

3. Do you think the topic of the five categories is the same? Would you then be surprised if these five categories were related to language studies?

4. Do these results and others of blended learning have any significant differences in terms of language proficiency and assessment measures? If so, why?

5. What is the effect of blended learning on your English proficiency?

Summary: This experiment involved a group of participants who were divided into two groups: a blended-learning group and a traditional-learning group. The results showed that the blended-learning group improved their English proficiency more significantly than the traditional-learning group.

Questions:

1. What were the conceptual problems of the research (the conceptual learning problems in China)?

2. What were the theoretical problems of the research? (the research problems that are key to the literature the author is trying to address)?

3. What were the aims of the study?

Methodology:

1. Describe the research design (what methodology was used and how they were operated in the study), participants and research questions of the study, including the data collection procedures and analysis.

Hipped Classroom

Date: Mar 31, 2015 at 15:00 pm

Please watch the video below about the Hipped Classroom and let your understanding about the learning method for teaching English and answer the following questions:

Video Title: Hipped Classroom

1. What can you learn about the video? What are your answers to the following questions?

Reading: Read the article by Oyayi-Tasuwa & Bingham-Cline (2015) below and answer the following questions:

1. How many studies have been conducted in the experimental group using Hipped Classroom?

2. What are the benefits and challenges of Hipped Classroom based on the study?

DATA VALIDATION SHEET 1

First Lecturer
Psycholinguistics
4 weeks meeting in Schoology
( Afif Ikhwanul Muslimin, M.Pd.)

<table>
<thead>
<tr>
<th>No.</th>
<th>Representatives Speech Acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Here is my video containing materials for today meeting</td>
<td>Informing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Here is the next material for PSY class.</td>
<td>Informing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Here are enrichment materials about Lang. Acquisitions vs Comprehensions.</td>
<td>Informing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Here is my video containing materials for this week meeting in Psycholinguistic class.</td>
<td>Informing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ALM, as long as it is ALM and applies similar teaching procedure, so the ALM is still the traditional ALM.</td>
<td>Explaining</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>DM main focus is on developing speech since it carries direct practice like in NM</td>
<td>Explaining</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Don’t miss the Quiz.</td>
<td>Reminding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Since it Natural, the teacher must be one of natural participant that directly observes and assess</td>
<td>Explaining</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I would like to give response, related</td>
<td>Stating</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
to fluent teacher, fluent here means native like…

<table>
<thead>
<tr>
<th>No</th>
<th>Directives speech acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Watch and learn.</td>
<td>Commanding</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You may share ideas and discuss your questions below this post</td>
<td>Inviting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>pray for the end of pandemic</td>
<td>Commanding</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Guys, you may give comments on your classmates questions,</td>
<td>Inviting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Then, share what you have learnt as</td>
<td>Commanding</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

GTM only needs teacher with ability to use dictionary, ability to help students understand the general pattern of sentence, and how to general translation

Combination of all methods are possible, there is no strict rule that make us unable to combine

We are still able to implement the traditional method as long as we do believe it is suitable for our current students.

You have learnt

I will wait for your friends response/contribution before I give comments.

You will have Schoology Online Quiz this weekend on all materials
well as your attempt to search another sources of learning.

<table>
<thead>
<tr>
<th>No.</th>
<th>Commissives speech acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will be here in Schoology to give response on your discussion.</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I will post a material for whole week meeting at once</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I will make evaluation on students' participation in every weekend.</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>we will meet directly soon with real white board</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I will be here in Schoology also to give response on your discussion.</td>
<td>Promising</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Detail will be explained later.</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Your contribution of learning will be granted as class performance score.</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>participation to respond on others will also be considered as being active.</td>
<td>Promising</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressive speech acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assalamualaikum Wr.Wb.</td>
<td>Opening</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Hi students,</td>
<td>Appreciating</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I do hope everyone is in healthy condition</td>
<td>Hoping</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Thank you</td>
<td>Thanking</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Thanks Zainal</td>
<td>Thanking</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>My great appreciation to Makmur,</td>
<td>Appreciating</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jannah, Santi, Widi, Nurhaini, Ummul, Fitria for the contribution through discussion on given topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dear Students,</td>
<td>Appreciating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>See you</td>
<td>Closing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Salam,</td>
<td>Opening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mataram, 10 July 2020

Validator

Najamuddin, S.Pd, M.Hum.

NIP: 197401032007101001
DATA VALIDATION SHEET 2  
Second Lecturer  
4 weeks meeting in Schoology  
TELL  
( Husnawadi, MA.TESOL)

<table>
<thead>
<tr>
<th>No.</th>
<th>Representative of 2\textsuperscript{nd} lecturer</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I think it is an important part of our discussion in this class.</td>
<td>Guessing</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Directive speech acts of 2\textsuperscript{nd} Lecturer</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please open week 4: Multiliteracy and take the quizzes to prepare yourself for the midterm test.</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Join the discussion in the week 5 about TBLT and technology.</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Read the article given</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>answer the questions by commenting here</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Watch the video</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>answer the given questions</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Summarize a research on English language teaching using</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Read the article the New London Group (1996) and Sandretto and</td>
<td>Commanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Please watch the video</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>answers the following questions</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>keep up the good work.</td>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Please be active in this discussion forum as it is graded.</td>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Read the textbooks</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Watch the video below</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Please read the technology mediated task textbook</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>summarize the first chapter of the book: &quot;Towards Technology-Mediated TBLT&quot; by Marta Gonzalez-Lloret &amp; Lourdes Ortega (see the attachment).</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Be actively participative in this discussion by answering the questions given below.</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Please read your handbook in order to help you answer the questions.</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Please summarize this article</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>bring to the class in this week</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>your summary should not be more than one page</td>
<td>Forbidding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Write your answer in a piece of paper.</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Read the article by Zeynep Turuan &amp; Birgul Akdag-Cimen (2019) below</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Bring this summary to the class in</td>
<td>Commanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the following meeting next week.

<table>
<thead>
<tr>
<th>No.</th>
<th>Commissives speech acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>you can add more specific explanation..</td>
<td>Suggesting</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>keep up reading</td>
<td>Advising</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressive speech acts</th>
<th>Context</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will also divide you into a group of three for your future presentation</td>
<td>Promising</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dear all,</td>
<td>Opening</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Great job..</td>
<td>Appreciating</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hi Maryam, thank you..</td>
<td>Thanking</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I love your work, overall, well done</td>
<td>Like</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Thank you</td>
<td>Thanking</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I am happy you read and learn too.</td>
<td>Pleasure</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Mataram, 10 July 2020

Validator,

Najamuddin, S.Pd, M.Hum.
NIP: 197401032007101001
CURRICULUM VITAE

A. Personal Details

Name : Maulina Rosyada
Place, Date of Birth : Montong Buwuh, 14th April 1998
Sex : Female
Address : Montong Buwuh, Meninting, Kec. Batulayar, Lombok Barat, Nusa Tenggara Barat.

B. Education

1. 2010  SD Negeri 1 Meninting
2. 2013  SMP Negeri 1 Gunungsari
3. 2016  MA Negeri 2 Mataram

C. Organization Experience

1. 2016 – 2017  English Study Club, UIN Mataram

Perpustakaan UIN Mataram

Mataram, 20 June 2020

Maulina Rosyada
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
Jalan Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784

Nomor : 202/Un.12/FTK/PP.06.09/03/2020
Lamp. : 1 (Satu) Berkas Proposal
Hal : Permohonan Rekomendasi Penelitian

Mataram, 12 Maret 2020

Kepada :
Yth. Kepala Bakesbangpol Kota Mataram

di__
Tempat

Assalamu'alaiakum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini:
Nama : Maulina Rosyada
NIM : 160107001
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian
Lokasi Penelitian : UIN Mataram
Judul Skripsi : Speech Acts Used By English Lecturers In Teaching and Learning Process At State Islamic University Of Mataram.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terima kasih.
Wassalamu'alaiakum Wr. Wb.

Ami Dekan
Wakil Dekan Bidang Akademik

Dr. Abdu Quddus, M.A
NIP. 19781112005011009
PEMERINTAH KOTA MATARAM
BADAN PENELITIAN DAN PENGEMBANGAN (BALITBANG)
KOTA MATARAM
GEDUNG SELATAN LANTAI 3 KANTOR WALIKOTA
JL. PEJANGGIK NO. 16 MATARAM 83121

SURAT IZIN PENELITIAN
Nomor : 070/177/Balitbang-KI/III/2020

TENTANG
KEGIATAN PENELITIAN DI KOTA MATARAM

Dasar:

a. Peraturan Daerah Nomor 15 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;

b. Peraturan Walikota Mataram Nomor 59 Tahun 2016 Tentang Kedudukan, Susunan Organisasi Tugas Fungsi Serta Tata Kerja Badan Penelitian dan Pengembangan Kota Mataram;


MENGJINKAN

Kepada:

Nama : Maulina Rosyada
Fakultas : Tarbiyah dan Keguruan
Judul : “Speech Acts Used By English Lecturers In Teaching And Learning Process At State Islamic University Of Mataram”
Pencatatan:
Lokasi : UIN Mataram.

Setelah Survei dan Penelitian Selesai, diharapkan Untuk Menyerahkan 1 (satu) Eksemplar Laporan Hasil Penelitian dimaksud kepada Balitbang Kota Mataram.

Demikian surat izin ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Mataaram, 26 Maret 2020
Kepala Balitbang Kota Mataram

H. HADI JOHARI
Pembina (IV/a)
NIP. 19681204 200112 1 004

Tembusan disampaikan kepada Yth :
1. Walikota Mataram di Mataram;
2. Rektor Universitas Islam Negeri Mataram Di Mataram;
3. Dekan Fakultas Tarbiyah Dan Keguruan Universitas UIN Mataram Di Mataram;
4. Kepala Kantor Kementerian Agama Kota Mataram Di Mataram;
KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
Jln. Gajah Mada No. 100, Jemengan Baru Mataram Telp. 0370-620783 Faks. 0370-620784

SURAT KETERANGAN PENELITIAN
Nomor: FUn 12/FTK/TBI/6/2020

Yang bertanda tangan di bawah ini:
Nama: Dr. Syarifuddin, M.Pd.
NIP: 196812311999031009
Jabatan: Ketua Prodi TBI

Dengan ini menyatakan bahwa:
Nama: Maulina Rosyada
NIM: 160107001
Fakultas: Tarbiyah dan Keguruan
Program Studi: Tadris Bahasa Inggris
Judul Skripsi: Speech Acts Used By English Lectures In Online Teaching And Learning Process At Study Program Of English Language Education, State Islamic University Of Mataram

Memang benar Mahasiswa tersebut telah melaksanakan penelitian dari bulan Maret s/d April 2020 di Prodi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram.

Demikian surat Keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 22 Juni 2020

[Signature]

[Name: Dr. Syarifuddin, M.Pd.]