

**ENGLISH TEACHERS INTRUCTIONAL ACTIVITY ON MTS
TARBIYAH ISLAMIYAH CURUP (A DESCRIPTIVE STUDY IN
THE ACADEMIC YEAR OF 2017-2018)**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for Thesis Arrangement in
English Language Education**



Writer:

**Riska Alfianita
NIM. 11551069**

**English *Tadris* Study Program
Education (*Tarbiyah*) Faculty
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: **731** /In.34/I/FT/PP.00.9/05/2019

Name : RISKALFIANITA
NIM : 11551069
Departement : English Study Program
Title : English Teachers Instructional Activity On Mts Tarbiyah Islamiyah Curup (A Descriptive Study In The Academic Years Of 2017 - 2018)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Wednesday Agus 15th 2018
Time : 08.00 - 09.30 a.m
At : Room 1 Munaqosah IAIN CURUP

Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, Agusth 2018

TIM PENGUJI

Head

An. Kaprodi Tel
KZ

Sakut Anshori, S.Pd.I., M.Hum
NIP. 19811020 200604 1 002

Secretary

Sarwo Edij M.Pd
NIK 160801008

Examiner I

Leffi Noviyenti, M.Pd
NIP. 19761106 200312 2 004

Examiner II

Paidi Gusmuliana, M. Pd
NIP. 19840817 201503 1 004



Dean
Dr. H. Ma'ida, M. Pd
NIP. 19650627 200903 1 002

Hal : Pengajuan Skripsi

Kepada,
Yth. Bapak Ketua IAIN Curup
Di

Curup

Assalamu'alaikum wr.wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Riska Alfianita mahasiswa IAIN Curup yang berjudul: English Teachers intructional activity on mts tarbiyah islamiyah curup sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalam,

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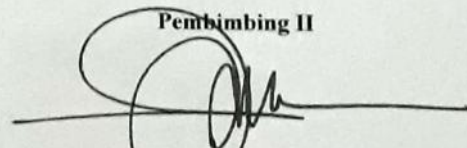
Pembimbing I

An. Kaprodi TBI



Sakut Ansori, S.Pd.L.,M.Hum
NIP. 19811020 200604 1 002

Pembimbing II



Sarwo Edi, S.Pd.L.,M.Pd
MK.1608010082016

STATEMENT OF OWNERSHIP

The writer who signed below:

Name : RISKALFIANITA
NIM : 11551069
Department : Tarbiyah
Study Program : English Study Program

I hereby certify that thesis entitled “**English Teachers Instructional Activity On MTS Tarbiyah Islamiyah Curup**” is honestly my own work. I’m fully aware that I have quoted some statements and ideas various, and they are properly acknowledged in the text.

Curup, Januari 2019

Writer



RISKALFIANITA
NIM. 11551069

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Assalamualaikum Warahmatullah Wabarokatuh

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Peace and salutation always is given to our beloved Prophet Muhammad SAW that we hope his blessing in Judgment day.

This thesis is “ENGLISH TEACHERS INTRUCTIONAL ACTIVITY ON MTS TARBIYAH ISLAMİYAH CURUP (A DESCRIPTIVE STUDY IN THE ACADEMIC YEAR OF 2017-2018)” has been finished. However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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Finally, the writer realize that the study is still far from perfect, and have great expectation that this final project would be useful for further study. This graduating paper is expected to be able to provide useful knowledge and information to the readers.

Curup, Januari 2019

The writer



RISKA ALFIANITA
NIM. 11551069

MOTTO

- **ALLAH is always in our side if we face the life patiently.**
- **The helping of ALLAH may be not come early and also may be not come in long time but it will be come on time.**
- **The best people is who can be useful for others.**
- **Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.**

DEDICATION

This graduating paper is dedicated with love and gratitude to:

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ABSTRACT

Riska Alfianita (2018). NIM: 11551069. English Teacher's Instructional Activity on MTs Tarbiyah Islamiyah Curup (A Descriptive Study in the Academic Year of 2016-2017). Thesis. English Tadris Study Program. Education (Tarbiyah) Faculty. Institute for Islamic Studies (IAIN) Curup.

Advisor :

- 1. SakutAnshori, S.Pd.I., M.Hum**
- 2. Sarwo Edi, M.Pd**

This thesis was a descriptive study research of English teacher's instructional activity on MTs Tarbiyah Islamiyah Curup. As a formal school, this school also conducts teaching English to its students. The teacher had explained the material clearly and used some examples. But when the teacher let them to do or describe something, some of the students were not able to do it, even though they had already studied English since they were in the first semester. There was an indication that they still had many difficulties getting the instruction from teacher. In this research there were two research questions those are what are the types of instructional activity that used by the teachers during the teaching learning process and how is the implementation of the cooperative principle by the English teachers. Main objective of this research are to describe the types of instructional activity that used by the teachers during the teaching learning process and the implementation of the cooperative principle by the English teachers. This research concluded on descriptive research because it described the phenomenon in language research. Then, doing the observation and documentation were the technique that used by researcher to collect the data. The instrument that used was field note. Based on the finding, the most often types of instructional language used by teacher is helping student recall prerequisites with 17 times usage, then followed by providing practice and feedback with 9 times usage, motivating students with 6 times usage, informing students of objective with 6 times usage, presenting information and examples with 4 times usage, and the least is summarizing the lesson with only 2 time usage. Then, the most often maxim that obeyed by teacher is maxim quality with 15 times usage, then followed by maxim quantity with 14 times usage, maxim relation with 9 times usage, and the least is maxim manner with 7 time usage. The subject of the research is the only one English teacher of MTs Tarbiyah Islamiyah Curup. It used purposive sampling technique to chosen the subject of the research.

Key word: *English Teacher, Instructional Activity.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Role of Teachers in the process of educational progress is important. Teacher is one of the main factors for the creation of the next generation of quality. Good teachers should know and understand about the true nature of a teacher, the teacher can we learn the essence of the definition or understanding of the term teachers themselves. As a teacher of a science, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, train, assess, and evaluate learners in early childhood education through the formal primary education and secondary education.

A teacher in performing his duties as an educator in the school, it is necessary to know the science of how to educate the students . A teacher not just skilled in delivering teaching materials, but besides that he also should be able to develop the students personal, developing a child's temperament, and develop and sharpen the liver conscience students. Teachers are also useful as planting child's character. Pedagogy is the science that examines how to guide the child, how should educators dealing with students, educators what the task of educating students, what is the purpose of educating the students, therefore a teacher must possess this knowledge. Pedagogic Competence understanding is the ability to manage the learning learners that includes an understanding of learners, the

design and implementation of learning, student assessment, and the development of learners to actualize the various potential.

Talking in the proper way is very important when someone makes conversation with other people. It has a function to make a good communication. It is needed for keeping relationship, because sometime people speak without considering the hearers. They just speak as they want to say. In conversations, very often the speakers do not express the meaning explicitly. Speaker's meaning is not clear to be gotten by the hearers. They must interpret the meaning by the basis of linguistic and knowledge of the world to understand what the speaker's mean.

The speaker must be aware the situation when they are speaking. It means to avoid misunderstanding between the speakers and hearers. The act of the utterance is called by speech act. Action via utterance are generally called speech act Yule . Usually, the utterances are stated direct or indirect and sometime it has literal meaning or non literal meaning.¹

Yule stated that reference is what the speaker means while inference is what the hearer mean. In that implicit conversation hearer usually gets some confusing of the speaker said. It is caused by the differences between speaker and hearer, so hearer must seriously try to get the meaning.

Hearers can rely on the strategies for helping to get the meaning of the speaker said. First, know the conventional meaning of the words used, together

¹ George, Yule 1996. *Pragmatic*. London: University Press. P.46

with the identity of any references that may be involved. Second, they must understand about Cooperative Principle and its maxims. Third, always notice the context, linguistic or otherwise, of the utterance. Fourth, notice the other items of background knowledge. And the last is notice the fact (or supposed fact) that all relevant items falling under the previous headings are available to both participants and both participants know or assume this to be the case.²

As a good speaker, people have to consider the principle of the communication. In Grice's theory, there are four maxims in cooperative principle between speakers and hearers which can be a foundation in communication. The maxims are maxim of quantity, maxim of quality, maxim of relation and the last is maxim of manner.³

The phenomenon about cooperative principle is not only occurring in daily life with soft conversation but also in other situations like in formal condition. For example is in education event when teachers teach their students. The situations is also occurring in teaching learning process. It is including on English class when teacher teach the students. Sometimes they use words that including implicit meaning. Usually it occurs when the teachers give instruction to the students. It can be occurred in the opening, middle and closing the class.

² George, Yule. 1996. *Pragmatic*. London: University Press. P.17

³ Wagiman, Adisutrisno. 2008. *Semantics an Introduction to the Basic Concepts*. Yogyakarta: Andi offside. P.71

Sometimes, students are difficult to understand what the teacher meant with his or her utterances. Even when the teacher uses utterances that have implicit meaning, students do not give responds. For example, when teacher want to write on the white board but it is full so he will say "I want to write". The teachers utterance has a meaning that he wants one of the students to clean the white board immediately. But, sometimes students do not understand with the teachers intention. They do not know if they must be clean the whiteboard because for the students is still hard to understand the implicit meaning.

Usually, the utterance spoken by the teacher cannot be done directly by the students. It means that the teacher needs to explain what the meaning of his utterance. For the students in junior high school level, it is difficult because they do not have much knowledge. The lesson that they get is not enough to understand the complex sentences that need some knowledge to understand it.

The process of teaching English in Indonesian educational institutions starts from the lowest to the highest level of Education. Islamic Junior High School Tarbiyah Islamiyah (MTs Tarbiyah Islamiyah) is one of the Junior High Schools in Curup. As a formal school, this school also conducts teaching English to its students. Based on the writers' preliminary observation at this Islamic junior high school, the teacher had explained the material clearly and used some examples. But when the teacher let them to do or describe something, some of the students were not able to do it, even though they had already studied English

since they were in the first semester. There was an indication that they still had many difficulties getting the instruction from teacher.

Based on the explanation above, the type of speech act and cooperative principle are two things that cannot be separated in pragmatic study. In this research, the writer emphasizes the topic of the research are speech act and cooperative principle which included on English teachers instructional language on MTs Tarbiyah Isamiyah Curup. Besides, the types of instructional activities are also will be explained by the writer. Here the writer carries out a research entitled **“A DESCRIPTIVE ANALYSIS OF ENGLISH TEACHERS INSTRUCTIONAL ACTIVITY ON MTS TARBIYAH ISLAMIYAH CURUP “**

B. Problems of the Research

Based on the researcher background, the writer decided some problems statement as follows;

- a. What are the types of instructional activity that used by the teachers during the teaching learning process?
- b. How is the implementation of the cooperative principle by the English teachers?

C. Purpose of the Research

Some of the objectives of study as follow:

- a. To describe the types of instructional activity that used by the teachers during the teaching learning process.
- b. To describe the implementation of the cooperative principle by the English teachers.

D. Significance of the Research

1. Theoretically

By this research, the writer hopes that it will give more understanding for the readers about the kinds of speech act and cooperative principle to use when they are communicating in daily life. So, people are able to make cooperating communication by obeying the principles. The writer also got new experiences to make interaction with the students and the teachers in that school as long as the research takes place.

2. Practically

a. For the teachers

This research is to give detail information for the teacher about the cooperative principle. It is useful to be known by the teacher because sometime they do not realize when they are talking. Sometimes the teachers say the words and make a sentence which implicit meaning.

When the teacher is saying something to the students, they must consider the cooperative principle of communication. It has a function is to avoid miss understanding between teacher and students. The teacher has to consider the meaning to the students, is the meaning got by them or not. So, they must know well about the four principles of communication.

b. For the readers

The result of the study is as information to the readers as a speaker and hearer. As the speaker, someone must use the rule of the cooperative principle when talk with other people. The purpose is to avoid of confuse meaning that get by the hearers. The hearers also are able to know how to understand about the speaker said, because not of all the utterances have explicit meaning.

c. For the next researchers

The writer hopes that the result of the study is give advantage as a reference for the next researchers. The writer also hopes that the study is easy to understand for the people.

E. Definition of Key Term

1. Teacher's Instructional Language

Learning and teaching are activities that occur in class and it have different meaning. Regarding brown is acquiring or getting of knowledge of a subject or skill by study, experience, or instructional. Similarly, teaching,

which is implied in the first definition of learning, has a meaning showing or helping someone to learn how to do something, giving instructional, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Cooperative Principle

A basic underlying assumption we make when we speak to one another is that we are trying to cooperative with one another to construct meaningful conversations. This assumption is known as the cooperative principle. The principle that Grice introduces as the general name of the cooperative principle consists of four sub-principles, can be seen as instances of one super ordinate (as Grice calls it) cooperative principle.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Instructional Activity

Classroom context has been variously studied as the beliefs, goals, values, perceptions, behaviors, classroom managements, social relations, physical spaces, and social-emotional and evaluative climates that contribute to the participants understanding of the classroom. Dunkin and Biddles explains that model of teaching included instructional approaches as process variables reflecting the interaction among teachers and their students. Instructional in classroom context is a distinct but overlapping aspect of the classroom context and includes the influences of the teacher, students, content area, and instructional activities on learning, teaching and motivation.⁴ It concludes that instructional is an important part in teaching-learning activity to get optimal result.

Direct vocabulary instruction occurs when a teacher systematically demonstrates how to determine the meanings of words by using contextual and conceptual clues. Meanwhile, indirect vocabulary instruction concern involves exposing students to a wide variety of literary sources.

Reiser stated that there are six types of instructional activities in teaching learning process, they are motivating students, informing students of objectives,

⁴Maichel.J Dunkin and Bruce biddles the study of theaching.NewYork:Holt,rinehar and winton,1974

helping students recall prerequisites, presenting information and examples, providing practice and feedback, and summarizing the lesson.⁵

1. Motivating students

Motivating learners is like one of the important parts of study in a classroom that teachers give to their students. According to Maehr, motivating is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour⁶. Motivating are relatively general needs that energize students.

2. Informing students of objectives

In this type, teachers have to consider the object of the instruction. It means that students are going to be able to do when they finish the instruction. Brophy explains that the key to making your students' learning experiences worthwhile is to focus your planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that you want to develop in your students⁷. Goals or objectives used to explain the direction and quality of studying activities.

3. Helping students recall prerequisites

⁵ Robert A. Reiser and Walter Dick. 1996. *Instructional Planning a guide for Teachers*. America: Library of Congress Cataloging

⁶ Maehr, M. L., & Meyer, H. A. (1997). *Understanding motivation and schooling: Where we've been, where we are, and where we need to go*. *Educational Psychology Review*, 9, 371-409.

⁷ Brophy, J. (1998). *Motivating students to learn*. Boston, MA: McGraw Hill, p.16

Teachers have to define as the skills, knowledge, and attitudes of the students in order to understand the instruction. Bransford explain that individual students lacking many of the prerequisite skills and knowledge could be encouraged to take prerequisite courses or be forewarned that they need to develop proficiency in areas on their own if they are to succeed in the course⁸. Teacher need to helps students to get their ability in the lesson. If the teacher asks something to the students then they are not able to answer it, so teacher will help them by give more explanation of the topic.

4. Presenting information and examples

The explaining skill is the presentation of the information orally and efficiently managed to indicate the relevant one another. The main characteristic of this explaining skill is the delivery of well planned of giving information, rightly presentation, and well structured. Giving explanation is the most important aspects in teaching. In applying a good explaining skill, a teacher also should have the ability to optimize the media and allocation time⁹Teacher usually gives the instruction or information that the learners must found before the class started. Besides

⁸John ,D Bransford. *Contextual Prerequisites for Understanding:Some Investigation of Comprehension and Recall*. Stony Brook:New York

⁹Asril, Zainal. 2013. *Micro Teaching: DisertaidenganPedomanPengalamanLapangan*. Jakarta: Rajawali Pers.p.23

that, teachers also give the example when they teach to make the material clearer. Usually, the example also has connected with our livelihood.

5. Providing practice and feedback

By the instructions, teachers expect that students are able to get a particular skill, knowledge, or attitude to practice the behavior. Feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical in "closing the gap" for students. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it¹⁰. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning.

6. Summarizing the lesson

Summarization is particularly important for students and it is a time for teachers to explicitly indicate what is important. Students who are struggling with English might devote their energy to figure out what is being said or read and do not have the time and skill to evaluate the relative importance of the information that is using English as the language porter¹¹.Sometime to closing the lesson by summarizing the lesson is better way before end the class. It is to help strengthening the skill and knowledge of students which have to achieve.

¹⁰Hattie, John and HelenTimperley. 2007. *The Power of Feedback*. Review of Educational Research, Vol. 77, p. 81

¹¹*Ibid.*, p.25

However, all six types of instructional activities in teaching learning process will be applied as instructional language or instructional utterance.

B. Cooperative Principle

When utterances are produced by speakers and hearers in conventional contexts, there are rules or maxims of conversing which have to be followed by the participants or interlocutors. The cooperative principles which have to be guided by speakers consist of four maxims with their sub maxims.

There are four maxims in cooperative principle:

1. Maxim of Quantity

Maxim quantity intends the speaker give contribution as much as required.

- a. Make your contribution as informative as is required (for the current purposes of the exchange).
- b. Do not make your contribution more informative than is required.

Maxim of quantity means that the utterance has to show the aim proper with the context of communication. The information is proportional, not too much and less.

Example:

Alan : Are you going to Paul's party?

Barb : Yes I have. I went there with my brother.

Barb, a speaker, obeys the maxim quantity because his utterance meant that she was going to Paul's party. He gave the answer proper with the question and the hearer is able to get the meaning.

2. Maxim of Quality

Maxim quality obligates the speaker said truly. Try to make your contribution one that is true.

- a) Do not say what you believe to be false
- b) Do not say that for which you lack adequate evidence

This maxims means that people cannot say something if there is any doubtful with the fact. The utterance must have strengthened of the fact.

Example:

Herbert : is his house big enough to accommodate us?

Horace :Yes I think. His house has many rooms for us to take a rest here

Horace obeys maxim of quality. She gives the forceful of statement about that house. So, hearer will able to know that the house is big enough.

3. Maxim of Relation

Maxim of relation has a meaning that utterance which uttered by speaker must be relevant. It must be conformed to the context.

Example:

Ambors : how did you get to this hotel?

Albert : I ask to someone by this address, then he talked to go straight on Berlin Street and turn left on t-junction, the hotel is on my right besides the bank.

Albert obeys maxim of relation because he answer the question clearly and he explain well how he could get the hotel. It is not containing ambiguity so the hearer gets the explanation easily.

4. Maxim of Manner

- a) Avoid obscurity of expression
- b) Avoid ambiguity
- c) Be brief (avoid unnecessary prolixity)
- d) Be orderly

Maxim of manner shows detail of information which needed by the hearer. This maxim obligates the speaker to speak directly, clear, not ambiguous, strong of the reality, and orderly.

Example:

Angle : Where are you going with the dog?

Betty : to the VET, I want to check my dogs healthy. I feel that it is not too health.

Betty, as speaker, used the maxim of manner. People know that VET is place of animal to do the treatment. There are a doctor who will check the animal if there is some not good of its.¹²

Based on Yule, it is important to realize each maxim of cooperative as a basis of conversations when people are communication each other. Because, not of all people are express the direct meaning or by used implicit meaning. The situation can make the hearers feel confuse to understand.¹³

Based on the theories above, concluded that cooperative principles are the basic of a good language's utterance. It has mean that in instructional language, these four maxim of cooperative principles' guide important to know and apply during the speaker (especially teacher as the object of in this research) produced the utterance.

¹²Adisutrisno, Wagiman. 2008. *Semantics an introduction to the basic concepts*. Yogyakarta

¹³George, Yule. 1996. *Pragmatic*. London: University Press

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of Research

In this research, the writer observed the kind of instructional activity which used by English teachers. Object of the research were type of instructional activities, speech act, and cooperative principle. For the reason, this research used descriptive qualitative method. It was conducted with observation in classroom that done by the observer. According to Beverley Hancock, qualitative research is concern with developing explanation of social phenomena, it describes social phenomena as they occur naturally.¹⁴ Explanation which means to describe any situation or condition in a population systematically, factually and accurately.

In addition, according to L.R Gay, “Descriptive is useful for investigating a variety of educational problem and concerned with the assessment of attitudes, opinions, demographic information, condition and procedures”.¹⁵ A descriptive study means that the analysis in this study is in a form of description. This research, the researcher want describe about the implementation of instructional activity that used by English teachers in MTs Tarbiyah islamiyah Curup.

¹⁴ Beverley Hancock, *Tent Focus for Research Development in Primary Health Care: An introduction to qualitative research*, (Trent Focuse. 1998), p.3

¹⁵L.R Gay, *Educational Research, Competities Fir analysis and application*, Third Edition, (Macmilian: Publishing company, 1990). p.120

B. Subject of the Research

According to Nasution, “the quality of the research does not always depend on the big of sample but also depend on the basic of the research, design of the research, quality of the research process and preparation”.¹⁶ The subject of the research is the only one English teacher of MTs Tarbiyah Islamiyah Curup. In this research the researcher used purposive sampling. It means that the inquirer selects individuals and site for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Here, researcher chooses the only one English teacher in this school who implemented instructional activity in teaching-learning process because in this school the English’s teacher for all students in first, second, and third grade only a teacher.

C. Technique of Data Collection

There are some techniques that researcher uses to collect the data, that techniques are:

1. Observation

Observation is needed to get description and realistic data. Beverly Hancock states that “Observation is a technique for verifying or nullifying information provided in face to face encounters”.¹⁷ The researcher used

¹⁶ Riduan M.B.A. *Dasar- Dasar Statistik*, Alfabeta:2003.p.11

¹⁷Beverly Hancock, *An Introduction to Qualitative Research*, (Nottingham:Trent Focus, 1998), p.204

participant observation in this research. Susan Stainback argued that in participant observation the researcher observes what people do, listen to what they say, and participates in their activities¹⁸. Moreover, researcher used unstructured observation, because the data did not known well by the researcher.

In collecting the data, the writer observed the condition of the classroom. The data was existed all of the activities during teaching learning process. Observer took the data from the utterances and expression used by the teachers. All of the utterances are the real data to be processed to finish the research. It was consisted the beginning of the lesson, the middle of the lesson and the end of the lesson. Starting from the beginning of the classroom observation, the data was taken when the teacher opened the class. The next was continuing in the teaching learning process. It was included of teacher spelling and saying the words and sentences when they give the lesson. The last was conducted when the teacher closed the class.

Table 1

The Schedule of Observation

No	Day/Date	Time	Class
1	Monday / 13 November 2017	7:30 – 9:30 a.m	First Grade
2	Wednesday / 15 November 2017	7:30 – 9:30 a.m	Second Grade

¹⁸Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif, Dan R&D*, Alfabeta, Bandung:2010.p.311

3	Friday / 17 November 2017	7:30 – 9:30 a.m	Third Grade
4	Monday / 20 November 2017	7:30 – 9:30 a.m	First Grade
5	Wednesday / 15 November 2017	7:30 – 9:30 a.m	Second Grade
6	Friday / 17 November 2017	7:30 – 9:30 a.m	Third Grade
7	Monday / 20 November 2017	7:30 – 9:30 a.m	First Grade
8	Wednesday / 15 November 2017	7:30 – 9:30 a.m	Second Grade
9	Monday / 20 November 2017	7:30 – 9:30 a.m	First Grade
10	Wednesday / 15 November 2017	7:30 – 9:30 a.m	Second Grade
11	Friday / 17 November 2017	7:30 – 9:30 a.m	Third Grade
12	Monday / 20 November 2017	7:30 – 9:30 a.m	First Grade

2. Documentation

Moleong states that documentation is a material in written form or film which used as sources of research.¹⁹In this research, the researcher use video recorder for recording the teachers'activities during teaching-learning process in English class. It helped the researcher to analyze the data which were found. Because the researcher can replay the results of the observation whileobserve the instructional activity that used by teacher.The documents used were notes, videos, photos, and other documents which are needed. It is also to know about the condition of the registers environment.

¹⁹Prof. Dr. J Lexy Moleong. *Metode Penelitian Kualitatif*. Bandung : PT. RemajaRosdakaya.2009.P.216

D. Research Instrument

In this research to collect the data the researcher use instrument to get data. Based on Roscoe stated that research instrument is the tools or facilities used by research in collecting the data, hope the result of research is more accurate, complete, and systematic, so the process is easier.²⁰ Based on that explanation, the researcher used field note as instrument for collecting the data.

Field note here was a paper that was used to note some data from observation. This paper consisted of same aspects that were observed in this research. On the other side, this paper was also used to state the researcher's finding while doing this research. According to Dawson field notes are your main way of recording data. These might be practical detail about events, times, dates and places. Or they might be methodological notes concerning your role, your influence on the encounter, your relationship with the informants, sampling procedures and so on.²¹ In this research, it will be used when the researcher do observation. The researcher always uses field notes as long as doing observations.

The format of field note consists of description and checklist contents about teacher instructional language and cooperational principles. Here, the researcher has some stages to make field note. The researcher made it based on theory by Reiser that explained that there are six types of instructional activities

²⁰ Roscoe, *Instrument of the research collecting data*, (New Jersey :1975) , p.60

²¹ Dawson, C. 2009. *Introduction to research methods: a practical guide for anyone undertaking a research project*. Oxford: How to Books.,p.201

in teaching learning process and theory about cooperative principles which is consist of four maxims. When the researcher observes the language which is uttered, the researcher will note the criterion, consisted of:

Table 2
English Teachers' Instructional Activity

NO	TYPES OF INSTRUCTIONAL ACTIVITY	INDICATORS	UTTERANCES	COOPERATIVE PRINCIPLES				DESCRIPTION
				MAXIM QUALITY	MAXIM QUANTITY	MAXIM RELATION	MAXIM MANNER	
1	Motivating students	-Explain the initiation -Giving direction -Explain intensity -Explain quality of behavior						
2	Informing students of objectives	-Focus planning on major instructional goals -Phrased in terms of desired student outcomes that want to develop						
3	Helping students recall prerequisites	-Define the skill, knowledge, and attitudes -Help students develop proficiency						
4	Presenting information and examples	-Giving Explanation -Rightly presentation -Well-structured presentation -Giving example of material						
5	Providing practice and feedback	-Provide suggestions for improvement -Combine strong subject knowledge with effective feedback -Focused information about their learning and how improve it						

6	Summarizing the lesson	-Explicitly indicate what is important -Giving evaluation						
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E. Technique of Data Analysis

The data used in this analysis is descriptive qualitative. Data analysis is the process of systematically searching and compiling the data obtained from field note and interview. To analyze the data from observation, the researcher will be analyzed by the these steps, namely data managing, reading/memoing, description, classifying and interpreting.

1. Managing

Data managing involves creating and organizing the data collected during the study. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcripts observer's, comments, memos and reflection.²²After the researcher got the data from pre observation based on indicators and theory, the researcher tries to organize and check all data until the data are completeness about the instructional activity that used by the teachers and how the implementation of the cooperative principle during the teaching learning process.

2. Reading/memoing

²²Gay.op.Cit.,P.240

Reading/memoing involves the field notes, transcripts, memos, and observer comments to get a sense of your data.²³ The researcher read all the data to get general description about the instructional activity that used by the teachers and how the implementation of the cooperative principle during the teaching learning process that have been got, so can know how to arrange those well.

3. Description

Descriptions is based on the observation which is to provide the true picture of the settings and event that took place in it. So, the researcher and the reader will have an understanding of the context in which the study took place.²⁴ In this step, the researcher started to describe all the data from observation that can help the researcher to do the next step in analyzing the data. The researcher described about the instructional activity that used by the teachers and how the implementation of the cooperative principle during the teaching learning process.

4. Classifying

The process of classifying is ordering field notes or transcription into categories that represent different aspects of the data.²⁵ In this research, the researcher starts to classify each of data the instructional activity that used by

²³Ibid.,p.241

²⁴Gay .,Op.,Cit.,P.24

²⁵Ibid.P242

the teachers and how the implementation of the cooperative principle during the teaching learning process. Then each of the data classified into several categories based on the research questions and indicators.

5. Interpreting

Data interpreting continuous after the data collection, analyses and interpreting stages of a study, it is also a part of process of writing the result of a study. The researcher was interpreting data whenever she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories, what make one category different from another. The researcher tries to explain deeply about the instructional activity that used by the teachers and how the implementation of the cooperative principle during the teaching learning process.

CHAPTER IV
FINDING AND DISCUSSION

This chapter will present the result of the research. It consists of the result and discussion about kind of instructional activity which used by English teachers.

A. Finding

1. The types of instructional activity that used by the teachers during the teaching learning process

Based on the observation found that there are some various instructional language that used by teacher. The data found is explained in the table below.

Table 3
English Teachers' Instructional Activity

No	Utterances	Types of Instructional Activity
1	Teacher : Ok good.. <i>Ok dengarkan miss dahulu baru baca ya.</i> My school is on Agus Salim street... Students : My school is on Agus Salim street...	Informing students of objectives
2	Teacher : <i>ok, kemudian ada apa saja di sekolah itu, habib? Ada laboratorium.. ada apa lagi?</i> Students : <i>komputer..</i>	Providing practice and feedback
3	Teacher: <i>Ada ruang komputer, apa lagi? Dan library..perpus..?</i> Student : <i>Perpustakaan</i>	Providing practice and feedback

4	<p>Teacher : <i>Ok.. apa bahasa inggrisnya hari senin ?</i> Student : <i>Monday</i> Teacher : <i>Selasa ?</i> Student : <i>Tuesday</i> Teacher : <i>Rabu ?</i> Student : <i>Wednesday</i> Teacher : <i>Ya, Wednesday! Kalau kamis ?</i> Student : <i>Trushday</i> Teacher : <i>Jum'at ?</i> Student : <i>Friday</i> Teacher : <i>Sabtu ?</i> Student : <i>Saturday</i> Teacher : <i>Minggu ?</i> Student : <i>Sunday</i></p>	Helping students recall prerequisites
5	Teacher : <i>Ayo jawab..!</i>	Motivating student
6	Teacher : <i>Ok buka buku halaman 28.. disitu ada 'ehat day istoday' apa artinya itu ?</i>	Informing student recall prerequisites
7	<p>Teacher : <i>yaa,hari apa besok ?</i> Student : <i>kamis...</i> Teacher : <i>Dalam bahasa inggris !</i> Student : <i>Thursday</i></p>	Helping students recall prerequisites
8	<p>Teacher : <i>Ok..Disitu ada ungkapan terima kasih! Jika ada seseorang yang memberi sesuatu kepada kita,apa yang kita ucapkan dalam bahasa inggris,Habib ?</i> Student : <i>Thank you</i> Teacher : <i>yaa, terus apa lagi,putri?</i> Student : <i>Thank you very much</i> Teacher : <i>Apa lagi ?</i> Student : <i>Thanks a lot</i></p>	Providing practice and feedback
9	<p>Teacher : <i>Terus, cara kita merespon yang berterima kasih kepada kita menggunakan ungkapan apa ?</i> Student : <i>You are welcome</i> Teacher : <i>apa lagi ?</i> Student : <i>Don't mention it</i></p>	Providing practice and feedback
10	<p>Teacher : <i>Ok, itu untuk apa ?</i> Student : <i>Merespon ucapan terima kasih</i> Teacher : <i>yaa... Paham ?</i> Student : <i>Paham...</i></p>	Helping students recall prerequisites

11	Student : <i>Nyalakan lampu</i> Teacher : <i>Paham? Ok, ada pertanyaan ?</i> Student : <i>Tidak ada miss</i> Teacher : <i>Buku apa bahasa inggrisnya ?</i> Student : <i>Book</i> Teacher : <i>pena ?</i> Student : <i>Pen</i>	Helping students recall prerequisites
12	Teacher : <i>Whiteboard itu apa ?</i> Student : <i>Papan tulis</i> Teacher : <i>Window tadi apa ?</i> Student : <i>Jendela</i> Teacher : <i>Kalo meja?</i> Student : <i>Table</i>	Helping students recall prerequisites
13	Teacher : <i>Yaa.. Good, nah begitu yaa</i>	Motivating students
14	Teacher : <i>Now,we will discuss your homework. Open your book !</i>	Informing students of objectives

Table 4

English Teachers' Intructional Language Obeyed Maxim Quality

No	Utterances	Types of maxim
1	Teacher : <i>Ya sekolahku.. Dimana alamat sekolahnya? Dimana Habib?</i> Student : <i>Di jalan Agus Salim</i>	Helping Students Recall prerequisites
2	Teacher : <i>Yaa.. dijalan Agus Salim. It is not far from the stadium tennis field. Itu tidak jauh dari lapangan?</i> Students : <i>Tenis</i>	Helping Students Recall prerequisites
3	Teacher: <i>Ya.. berapa kelas di sekolahnya? Nah itu ada kan 'the schoolnhave twelve classroom', twelve apa arti twelve?</i> Student : <i>Dua Belas</i>	Helping Students Recall prerequisites
4	Teacher : <i>Kemudian, the question number one, pertanyaan nomor 1, what is on Agus Salim street? Apa yang ada di jalan Agus Salim?</i> Student : <i>(Just keep silent)</i> Teacher : <i>My? My?</i> Student : <i>My school</i>	Helping Students Recall prerequisites
5	Teacher : <i>Kemudian, number three 'How many classroom? Berapa kelas yang ada di sekolah itu?</i> Student : <i>Dua belas</i>	Providing practice and feedback

6	Teacher : <i>Apa Bahasa Inggrisnya Dua Belas?</i> Student : <i>Twelve</i> Teacher : <i>Ya.. sampe sini paham</i> Students : Yes Miss	Helping Students Recall prerequisites
7	Teacher : Ya, biasanya kalau dalam Bahasa Inggris itu dihitung dari hari Minggu ya	Presenting information and example
8	Teacher : <i>Ya.. what activity do you do on Sunday?</i> <i>Aktivitas apa yang kalian lakukan dihari Minggu?</i> Teacher : <i>Mmm</i>	Providing practice and feedback
9	Student : <i>Menonton televisi</i> Teacher : <i>Ya, apa Bahasa Inggrisnya 'menonton televisi'?</i> Watching...? Student : Television.	Helping Students Recall prerequisites
10	Teacher : <i>Iya.. Apa Bahasa Inggrisnya hari Rabu?</i> Student : Wednesday Teacher : Yaa... What day is tomorrow? <i>Apa artinya tomorrow?</i> Student : <i>Besok..</i>	Helping Students Recall prerequisites
11	Teacher : <i>Yaa betul.. What day is after tomorrow? Apa hari setelah hari besok? Besok hari kamis, nah setelah hari kamis hari apa?</i> Student : <i>Jum'at... Friday</i> Teacher : <i>Kemudian, what day is yesterday? Kemarin hari apa?</i> Student : <i>Hari Selasa... Tuesday...</i>	Helping Students Recall prerequisites
12	Teacher : <i>Ini bentuk-bentuk soal seperti ini pasti ada nanti saat ujian. So remember it!</i>	Motivating Students
13	Teacher : You must learn the tense <i>untuk mengerjakan soal seperti ini</i>	Motivating Students
14	Teacher: What is the generic structure? Students : (Just keep silent) Teacher: Orientation, complication, and resolution	Presenting information and example
15	Teacher : So, narrative text <i>adalah teks yang mengandung cerita di dalamnya, kalau 'cerita' artinya dia membicarakan yang sudah terjadi. So, it used past</i>	Summarizing the lesson

	tense. And of course, <i>purposenya untuk menghibur</i> , to entertain the reader. Ok, so far any question? You got it? Student : Yes miss	
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Table 5

English Teachers' Intructional Language Obeyed Maxim Relation

No	Utterances	Types of Intructional Language
1	Teacher : <i>Ya.. Apa arti 'my school' my student? 'my school' artinya sekolah?</i> Students : <i>ku..</i>	Helping students recall prerequisites
2	Teacher : <i>Yaa.. di jalan Agus Salim. It is not far from the stadium tennis field. Itu tidak jauh dari lapangan?</i> Student : <i>Tenis</i>	Helping students recall prerequisites
3	Teacher : <i>Coba baca yang paragraf pertama itu Habib</i> Student : My school is on Agus Salim street Teacher : <i>Ya.. Jadi yang ada di jalan Agus Salim itu apa?</i> Student : My school	Providing practice and feedback
4	Teacher : <i>Nomor 2, number two 'where is the stadium?', cari kata-kata stadium!</i> Student : <i>Stadium itu yang ini bukan miss?</i> Teacher : <i>Iya, baca baca!</i>	Providing practice and feedback
5	Teacher : <i>Paham?</i> Student : <i>Miss kalau Rabu itu 'Wedensday'?</i> Teacher : <i>Rabu itu 'Wednesday'!</i>	Presenting information and examples
6	Student : <i>Apa hari...</i> Teacher : <i>Hari ini hari apa? Ya kan? Hari apa ini?</i> Student : <i>Hari Rabu..</i>	Helping students recall prerequisites
7	Teacher : <i>Yaa, 'close the window' apa artinya?</i> Student : <i>Tutuplah jendelanya</i> Teacher : <i>Yaa, kemudian Habib, 'close the door' apa artinya?</i> Student : <i>Kuncilah pintu</i>	Helping students recall prerequisites
8	Teacher : <i>Ok, kemudian number three, apa nomor tiga itu, Put?</i> Student : Come here.. Teacher : <i>Yaa, apa itu 'come here'?</i> Student1 : <i>Kesini</i> Student2 : <i>Kemarilah</i>	Helping students recall prerequisites
9	Teacher : <i>Kira-kira dia menanyakan tentang apa</i> Student : (Just keep silent)	Providing practice and feedback

	Teacher : <i>Tentang competition ya... tentang apa?</i> Student : <i>Kompetisi</i> Teacher : Ok great!	
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Table 6

English Teachers' Intructional Language Obeyed Maxim Manner

No	Utterances	Types of Instructional Language
1	Teacher : <i>Ok, buka halaman 38, ada percakapan antara Bobby dan Bob. Silahkan dibaca! Kamu sebagai Bob ya (pointed 1st student), kamu sebagai Bobby (point 2nd student)</i> Student : (read the conversation)	Informing students of objectives
2	Teacher : After 'did not' verb-nya kembali ke bentuk pertama. Dan ingat have and has if they are did not followed by verb III the function is as a verb.	Presenting information and examples
3	Teacher : If you have finished, switch the work with your friend	Informing students of objectives
4	Teacher : I'll give you 10 minutes, only 10 minutes <i>untuk menyelesaikannya.</i>	Motivating students
5	Teacher : Ilham, please write on the white board the generic structure of this text!	Informing students of objectives
6	Teacher : <i>Jadi besok kalau mengerjakan dihitung connectivity nya supaya mengerti perbedaan penggunaanya</i>	Motivating students
7	Teacher : <i>Jangan lupa ya, setiap jenis text itu purposenya berbeda-beda. Itu pasti keluar nanti di UN, jadi jangan sampai lupa!Gerneric structurennya juga dipelajari lagi!</i>	Motivating students

Based on the table above,seen that there are 45 utterances which contains of five instructional language types. The most often

types of instructional language used by teacher is helping student recall prerequisites with 17 times usage, then followed by providing practice and feedback with 9 times usage, motivating students with 6 times usage, informing students of objective with 6 times usage, presenting information and examples with 4 times usage, and the least is summarizing the lesson with only 2 time usage.

In addition, According the table above, seen that there are various maxims in cooperative principle of the instructional language that obeyed by teacher. The most often maxim that obeyed by teacher is maxim quality with 15 times usage, then followed by maxim quantity with 14times usage, maxim relation with 9 times usage, and the least is maxim manner with 7 time usage.

B. Discussion

Instructional is an important part in teaching-learning activity to get optimal result. Reiser stated that there are six types of instructional activities in teaching learning process, they are motivating students, informing students of objectives, helping students recall prerequisites, presenting information and examples, providing practice and feedback, and summarizing the lesson.²⁶ Based on the data from the observation, it seen that teacher uses all of six types of instructional activity.

²⁶ Robert A ,Reiser and Walter Dick. 1996. *Instructional Planning a guide for Teachers*. America: Library of Congress Cataloging

First, teacher motivating student in many ways such as explaining the initiation, giving motivation, explaining intensity, explaining the quality of behaviour, and building students' persistence. It explained in some utterances below.

(1) *Ini bentuk-bentuk soal seperti ini pasti ada nanti saat ujian. So remember it! (These kinds of questions must be exist later on examination. So remember it!)*

The utterance (1) was stated after the teacher had given materials about past tense. The teacher stated the utterance because she wanted to give a motivation for the students to always keep their memory and pay attention to the lesson. The teacher hopes that the students always learn the material at home, so they will always remember the lesson.

(2) *Yaa... Good, nah begitu yaa(Yes, good... that was right)*

This utterance (2) was stated after the student answer the question about some vocabularies that given by teacher. The teacher stated the utterance was a compliment because she wanted to give a motivation for the students by explaining the good quality of student's behavior (answer the question well). The teacher hopes that the students will keep their good behavior and do the same at the future.

(3) *I'll give you 10 minutes, only 10 minutes untuk menyelesaikannya.(I'll give you 10 minutes, only 10 minutes to finished it)*

The utterance (3) above was stated when the teacher asked the students to do the exercise. She gave limited time. In the situation, the teacher wanted the students to finish the exercise not more than 10 minutes. The purpose is to make students use their time effectively to do it. So, when the time is finish their work will be finish too. By the utterance, the teacher gives motivation to the students to finish their work on time and use the time effectively.

Second, the teacher informing students of objectives by informing the instructional goals and phrasing in terms of desired student outcomes. It seen from utterances below.

(4) *Ok, buka halaman 38, ada percakapan antara Bobby dan Bob.*

Silahkan dibaca! Kamu sebagai Bob ya (pointed 1st student), kamu sebagai Bobby (point 2nd student). (Ok, open your book on page 38, there is a conversation between Bobby and Bob over there. Read it! You act it as Bob (while pointed 1st student), and you act as Bobby (while pointed 2nd student).

Teacher started the lesson activity by informing with this utterance(4). It has a meaning that the teacher gave instruction to do something. She asked the students to practice a conversation at page number 38 on the book.

(5) Now we will discuss your homework. Open your book!

By this utterance (5) the teacher used instructional language by informing students to do something and its objective. She stated that the students must open their book to discuss the homework that have given before.

(6) If you have finished, switch the work with your friend!

The situation occurred when the students did the exercise and the teacher guessed that they were finished the exercise because the time was almost finished. So, the teacher asked to the students to switch their book with other friends to correct their work. This sentence (6) has a meaning that the teacher gave instruction to do something. She asked the students to switch their work after they finished it. The teacher aim is to make the students able to finish the exercise quickly and seriously.

Third, the instructional activity that used by the teacher is helping students recall prerequisites. There are some ways to apply this activity, such as defining the skill, knowledge, and attitudes or the teacher is helping students develop proficiency. It can be seen in some utterances below.

(7) *Kemudian*, the question number one, *pertanyaan nomor 1*, what is on Agus Salim street? *Apa yang ada di jalan Agus Salim?*(Then, the question number one, what is on Agus salim street?) // My? My?

It occurred when the teacher read the question then she asked the students to answer. But, there was no one who knew the answer. Thus, the teacher gave the clue by said first word of the right answer. By gave the clue, the teacher helped students to know the right answer and remember what they read in the text before.

(8) *Ok... Yaa..di jalan Agus Salim.* It is not far from the stadium tennis field. *Itu tidak jauh dari lapangan....?*(Ok... That's right, at Agus Salim street. It is not far from the stadium tennis field.It is not far from the stadium field?)

It happened when they discussed the exercise then the teacher asked the question, but they could not answer it. The teacher intended to test students' memory by giving a question which had been studied. So, the teacher gave the meaning of that word to remind the students' memory. By giving the meaning, the teacher helped the students to remind their memory to know answer of the question.

(9) *Nomor 2,* number two 'where is the stadium?',*cari kata-kata stadium!*(Number 2, 'where is the stadium?', find the 'stadium' word!)

The utterance (9)stated to asked the student about the stadium. Teacher give more instructional to find the word at the text before because the teacher wanted students to recall the memory about it and pay attention to the lesson. By giving that stimulus, the teacher helped

the students to remind their memory about the text they read before to know answer of the question.

(10) *Ya, what activity do you do on Sunday? Aktivitas apa yang kalian lakukan di hari Minggu?*

It (10) stated when they discussed the exercise, then the teacher asked the question about students' activities in Sunday. The teacher intended to test students' memory by giving a question which had been they done. So, the teacher gave the meaning of that word to remind the students' memory. By giving the meaning, the teacher helped the students to remind their memory to know answer of the question.

Fourth, teacher presenting information and examples that done when the teacher is explaining the material, giving example of material, or presenting information.

(11) *What is the generic structure? // Orientation, complication, and resolution.*

It occurred when they discussed the exercise then the teacher asked to the students about the topic of discussion. The teacher wanted the students to know the material that was submitted earlier, but apparently, they forgot it. Students could not answer the question so it had to be reviewed again. Then the teacher tried to evoke their memory, she gave more explanation again about the topic. The teacher explained more detail to the material.

(12) After 'did not' verb-*nyakembali ke bentuk pertama*. Dan *ingathave* and has if they are did not followed by verb III the function is as a verb. (After 'did not', the verb must be back to first form. And remember that 'have and has if they are did not followed by verb III the function is as a verb)

The utterance (12) stated to present the information about the formula of past tense that they studied before. Also, teacher give more instructional to remember the rule in building a sentence. By giving that information, the teacher helped the students to know well about the material.

Fifth, teacher providing practice and feedback. Teacher providing suggestions for students' improvement or combining strong subject knowledge with effective feedback. It seen in some examples below.

(13) *Kira-kira dia menanyakan tentang apa?* (Guess what they asked for?) // *Tentang competition ya... tentang apa?* (About competition, isn't it? About what?) // Ok great!

It was happened when the teacher explained the material, then she asked about the previous task. The conversation showed that students were able to answer the question. Then the teacher agreed with the answer. She gave a feedback by correct the answer and gave explanation to the object.

(14) *Ok... Disitu ada ungkapan terima kasih! Jika ada seseorang yang memberi sesuatu kepada kita, apa yang kita ucapkan dalam Bahasa Inggris, Habib?*(Ok, that is an expression of thanking!) If there is someone give something to us, what must we said in English, Habib?//*Yaa, terus apa lagi, Putri?*(Yes, what else, Putri?) // *apa lagi?*(Another expression?)

It happened when the teacher gave explanation about expression of thanking. The teacher asked the students to mention the expression of thanking. Then students answered the question, the teacher corrected their answer, and asked more question. By the utterance, the teacher gave a feedback of the answer and corrected it.

The last, teacher implemented the instructional activity by summarizing the lesson. In this activity the teacher is indicating explicitly something important or giving evaluation of the learning such as in sentences below.

(15) *Ya, kesini atau kemarilah sama ya.*(That's right, 'come here' or 'come here' is same, get it?)

The utterance (15)stated by the teacher after the student answer the same question by different answer. So, teacher explained that both of the answer is the rightanswer. In that time, the teacher summarized the answer to make the students more understand to the lesson.

(16) So, narrative text *adalah teks yang mengandung cerita di dalamnya, kalau 'cerita' artinya dia membicarakan yang sudah terjadi*. So, it used past tense. And of course, *purposenya untuk menghibur*, to entertain the reader. Ok, so far any question? You got it? (So, narrative text is the text that include the story, if it talking about 'story', it's mean that we talking about the something that have happened before. So, it used past tense. And of course, the purpose is to entertain the reader)

The utterance (16) was said by the teacher after the student answer the question. Teacher explained again about the material that she explained before. In that time, the teacher summarized the material to make the students more understand to the lesson.

In addition, the cooperative principles which have to guides by speakers consist of four maxims with their sub maxim, they are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Based on Yule, it is important to realize each maxim of cooperative as a basis of conversation when people are communication each other. Because, no of all people are express the direct meaning or by used implicit meaning. The situation can make the hearers feel confuse to understand²⁷.

²⁷ George, Yule. 1996. *Pragmatics*. London: University Press

Grice stated that when utterances are produced by speakers and hearers in conventional contexts, there are rules or maxim of conversing which have to be followed by the participants or interlocutors.²⁸ The cooperative principles which have to be guided by speakers consists of four maxims with their sub maxim. In this research, the teacher obey all of the maxim.

(1) Teacher : *Hari apa besok?* (What day is tomorrow?)

Student : *Hari Kamis*

Teacher : *Dalam Bahasa Inggris!* (In English please!)

Student : Thursday..

It (1) occurred when the teacher asked the student about the day tomorrow. But, student answer it by using Indonesian (Bahasa). Thus, the teacher asked more detail information about the topic. In this conversation teacher obeyed maxim of quantity when she asked student with the sentence 'In English please' because she provided information is as much as required. It was not too much word or sentences and it was enough for the student to get the teacher's instruction and they answer it well.

(2) Teacher : *Ok, apa bahasa Inggrisnya hari senin?* (Ok, what is 'hari senin' in English?)

Student : Monday

Teacher : *Selasa?*

²⁸ Wagiman, Adisutrisno. 2008. *Semantics an Introduction to the Basic Concepts*. Yogyakarta: Andi offside, p.69

Student : Tuesday
 Teacher : *Rabu ?*
 Student : Wednesday
 Teacher : *Ya, Wednesday! Kalau Kamis?(What about 'Kamis'?)*
 Student : Thursday
 Teacher : *Jum'at?*
 Student : Friday
 Teacher : *Sabtu?*
 Student : Saturday
 Teacher : *Minggu?*
 Student : Sunday

Teacher stated the utterance (2) show the aim proper with the context of communication. The statement or question is proportional, not too much. Teacher obeys the maxim quantity because his utterance meant that she was asked about names of days by only said the days in Indonesian language. Teacher gave the question and the student is able to know and get the meaning.

(3) Teacher: What is the generic structure?

Students : (Just keep silent)

Teacher: Orientation, complication, and resolution

It (3) occurred when they discussed the exercise then teacher asked to the students about the topic of discussion. The teacher wanted the students to know the material that was submitted earlier, but apparently, they were forgot it. Students could not answer the question so it must be review again. Then the teacher had tried to evoke their memory, so she gave more explanation again about the topic.

In this conversation (3) the teacher obeyed maxim of quality because she explained the materials proportional with the topic. The information which was given by the teacher was proper with the tenses of the language.

(4) Teacher :*Ya, biasanya kalau dalam Bahasa Inggris itu dihitung dari hari Minggu ya*(Good, usually in English, the days count or mention from Sunday, you get it?)

The situation (4) occurred when the students finished wrote her answer on the white board and the teacher explained it. She corrected the student's answer and gave the right answer. The teacher obeyed maxim of quality because the information is true. She explained the lesson proper with the tense in the English language.

(5) You must learn the tenses*untuk mengerjakan soal seperti ini*
(You must learn the tenses to answer the question like this)

It (5) occurred when the teacher asked the students to read their work in front of the class. Then, she helped the students by gave the rule why should they read their work. The teacher obey maxim of quality because her information is right instruction. The teacher informed the students to do a right activity.

(6) Teacher :*Kira-kira dia menanyakan tentang apa?*

Student : (Just keep silent)

Teacher :*Tentang competition ya... tentang apa?*

Student : *Kompetisi*

Teacher : Ok great!

The teacher obeyed maxim of relation in this conversation (6) because the question and the answer are related each other. The teacher asked the students to pay attention to the lesson. She said the instruction proper with the answer of the students.

(7) Teacher : *Paham?*

Student : Miss *kalau Rabu itu 'Wednesday'?*

Teacher : *Rabu itu 'Wednesday'!*

In the conversation above (7) the teacher obey maxim of relation because her utterance was proper with the situation at that time. The teacher answer the question after she got it from the students.

(8) Teacher : *Ok, buka halaman 38, ada percakapan antara Bobby dan Bob. Silahkan dibaca! Kamu sebagai Bob ya (pointed 1st student), kamu sebagai Bobby (point 2nd student) (Ok, open your book on page 38, there is a conversation between Bobby and Bob over there. Read it! You act it as Bob (while pointed 1st student), and you act as Bobby (while pointed 2nd student).*

Student : (read the conversation)

The teacher asked the students (8) to open the book and act the conversation. The reason was the teacher wanted for students to read their part to get a speaking percentage. The teacher obeyed maxim of manner

because her utterance was clear. The teacher gave the instruction clearly, so it did not make the students be confused. Besides, she also gave it orderly what should the students do.

For the conclusion, the data explained that teacher implemented all of six instructional activities that appropriates as the theory by Reiser stated that there are six types of instructional activities in teaching learning process, they are motivating students, informing students of objectives, helping students recall prerequisites, presenting information and examples, providing practice and feedback, and summarizing the lesson.²⁹

In addition, this research found that the most dominant instructional activity done by the teacher is helping students recall prerequisites. In other side, the teacher obey cooperative principles which have to guides by speakers consist of four maxims that appropriates as the theory by Grice. In this research, the most dominant maxim that obeyed by the teacher is maxim quality.

²⁹ Robert A, Raiser and Walter Dick. 1996. *Intructional Planning a Guide for Teachers*. America: Library of Congress Cataloging

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher will conclude the result of this research by answering the research questions and gives some suggestions for the other researcher or readers.

A. Conclusion

Based on the finding and discussion, finally the researcher concludes that:

1. There are 45 utterances which contains of five instructional language types. The most often types of instructional language used by teacher is helping student recall prerequisites with 17 times usage, then followed by providing practice and feedback with 9 times usage, motivating students with 6 times usage, informing students of objective with 6 times usage, presenting information and examples with 4 times usage, and the least is summarizing the lesson with only 2 time usage.
2. In this research found that there are various maxims in cooperative principle of the instructional language that obeyed by teacher. The most often maxim that obeyed by teacher is maxim quality with 15 times usage, then followed by maxim quantity with 14 times usage, maxim relation with 9 times usage, and the least is maxim manner with 7 time usage.

B. Suggestion

Based on the conclusion above, the writer proposes the suggestion as follows:

1. For Others Researchers

This research could be one of the references in studying further about English teachers' instructional activity. Also, the writer hopes that there will be some researchers who will study about the instructional activity in other fields.

2. For Teachers

The writer hopes this research could be used for the teacher to enrich the references of English teachers' instructional activity.

3. For the students

The students can improve their knowledge about English teachers' instructional activity. Students should be considered the instructional activity and the cooperative principles that they want to use.

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APPENDIX

DOKUMENTASI







KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : St/02/1/PP.00.9/ 831 / 2016

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengurusan Pendidikan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 - Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
 - Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
 - Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
 - Surat Keputusan Menteri Agama RI Nomor B.11/3/0229/2012 tentang Pengangkatan Ketua STAIN Curup Periode 2012 - 2016 ;

MEMUTUSKAN :

- Menetapkan** :
- Saudara :
- Pertama** :
- Sakut Anshori, M.Hum** 19811020 200604 1 002
 - Sarwo Edi, S.Pd.I.,M.Pd**
- Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A : **Riska Alfianita**
N I M : **11551069**
JUDUL SKRIPSI : **The Analysis Of English Teachers Instructional Language On MTs Ar Rahmah Selupu Rejang**
- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup
Pada tanggal, 02 Agustus 2016

di. Ketua STAIN Curup
Wakil Ketua I,

Hendri Harmi, M.Pd
NIP: 19751108 200312 1 0018

- Tembusan
- Pembimbing I dan II;
 - Bendahara STAIN Curup.
 - Kasubbag AK.
 - Kepala Perpustakaan STAIN.
 - Mahasiswa yang bersangkutan;
 - Arsip/Jurusan Tarbiyah



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	19/9 2017	Pertemuan Tentang Perjanjian magalah dan motivasi dalam background		
2.	19/2 2018	Bimbingan hasil Penelitian (bab 11)		
3.	24/3 2018	Pertemuan okrenat, mencakup kerten dan Sitemetrika.		
4.	23/5 2018	Acg, untuk afajuron ke edang sempri - ujian magalah.		
5.				
6.				
7.				
8.				



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	10/9 2017	Bimbingan Pertemuan (bab 1) (pelayanan background and research question)		
2.	15/9 2017	Bimbingan Perambahan tulisan babi (bab 2)		
3.	7/10 2017	Bimbingan Panbubahan blueprint ke (bab 3)		
4.	14/11 2017	Pertalran penubuhan instrumental Penelitian (bab 3)		
5.	28/11 2017	Pertalran dan arahan Relakanan Penelitian (bab 3)		
6.	29/1 2018	Bimbingan Pertemuan (bab 4)		
7.	9/2 2018	Bimbingan Pertemuan bab 10 dan panambahan discusstante Temur Penelitian		
8.	10/5 2018	Pemeriksaan bab 1 5% U		



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : RISTA ALFIANITA
 NIM : 1051069
 JURUSAN/PRODI : TARBIYAH / PAI
 PEMBIMBING I : SARUT ANSHOR S.Pd. I.M. Hum
 PEMBIMBING II : CAPUO Edy S.Pd. I.M. Pd
 JUDUL SKRIPSI : English Teachers' Instructional Activity
 ON MTE TARBIYAH ISLAMIAH CURUP
 (A Descriptive study in the academic
 Year of 2017, 2018)

* Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2.

** Diharapkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali di dukungkan dengan kolom yang di sediakan.

** Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar Konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



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NAMA : RISTA ALFIANITA
 NIM : 1051069
 JURUSAN/PRODI : TARBIYAH / PAI
 PEMBIMBING I : SARUT ANSHOR S.Pd. I.M. Hum
 PEMBIMBING II : CAPUO Edy S.Pd. I.M. Pd
 JUDUL SKRIPSI : English Teachers' Instructional Activity
 ON MTE TARBIYAH ISLAMIAH CURUP
 (A Descriptive study in the academic
 Year of 2017 - 2018)

Kami berpendapat bahwa skripsi ini sudah dapat diujikan untuk ujian skripsi STAIN Curup.

Pembimbing 1,

Pembimbing II,

SARUT ANSHOR S.Pd. I.M. Hum
 NIP. 1951060 200604 1008

CAPUO Edy S.Pd. I.M. Pd
 NIP. 1951060 200604 1008

Biography



Riska Alfianita, she was born in Curup on July 26th 1993. She lives at Talang Rimbo baru. Her father is Ariyansyah, and her mother is Dely. She has one elder sister and one brother. She finished her Elementary at SD No. 05 air rambai in 2006. Then, she continued her study to Junior High School Number two Curup. Next, in 2009 she continued to Senior High School Number One Curup Tengah.

In 2011, she graduated and continued her study in IAIN Curup. She chose English Study Program as her faculty and finished her study in 2019.