SPEECH ACTS OF REQUEST ANALYSIS BY TEACHER AND STUDENTS IN EFL ONLINE CLASS INTERACTION IN PROFESSOR MONTY'S YOUTUBE

By:

Ivo Puspita Sari

NIM 18320063

DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

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By:

Ivo Puspita Sari

NIM 18320063

Advisor:

Dr.Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

NIP 197402111998032002

DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 17 November 2022

The researcher

Ivo Puspita Sari

NIM 18320213

I

APPROVAL SHEET

This to certify that Ivo Puspita Sari's thesis entitled **Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

Malang, 17 November 2022

Approved by
Advisor,

Head of Department of English Literature,

Dr. Galuh Nur Rohmah, M.Pd., M.Ed.
NIP 197402111998032002

Ribut Wahyudi, M.Ed., Ph.D.
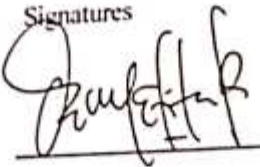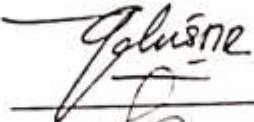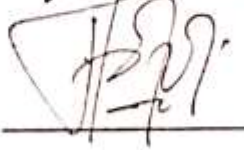NIP 198112052011011007

Acknowledged by
Dean,

M. Ag.
1012003121003

ii

LEGITIMATION SHEET

This is to certify that Ivo Puspita Sari's thesis entitled **Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, 8 Desember 2022

The Board of Examiners

Signatures

1. Deny Efita Nur Rakhmawati, M.Pd   (Chair)
   NIP.198505302009122006

2. Dr. Galuh Nur Rohmah, M.Ed.   (First Examiner)
   NIP.197402111998032002

3. Ulil Fitriyah, M.Pd, M.Ed.   (Second Examiner)
   NIP.19820823201802112176

Approved by
Dean of Faculty of Humanities

Dr. M. Faisol, M. Ag.
NIP 197411012003121003

iii

MOTTO

"Why do you stay in prison, when the door is so wide open?"

-Jalaludin Rumi-

DEDICATION

I dedicate this thesis to the beloved people in my life, especially my parents. My beloved mom, Suhartatik, who always gives encouragement, support and prayers. My beloved dad, Samsuri who, never stopped praying for me and also my only brother Ahmad Raihan Samtario. All my Lecturers, who always support me in my collage era.

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vi

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Malang, 17 November 2022

The Researcher,

Ivo Puspita Sari

ABSTRACT

Sari, Ivo Puspita (2022) *Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube.* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Islamic State University Maulana Malik Ibrahim Malang. Advisor Dr.Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

Keywords: Pragmatics, Speech Act, Speech Act of Request, EFL

  This research is based on the speech act of request that occurs in the interaction of teachers and students in the EFL online class contained in two videos uploaded on the Languistics Youtube channel. This study aims to find out the types in the speech act of request and what strategies appear in the two videos. The researcher used two videos, the first is "Free English Lesson with My Online Students | Zoom April 2, 2020", the second "Free English Lessons Online Speaking with Native Speakers". To analyze the data, the researcher used a qualitative descriptive method. In this study, the researcher found thirty speech act of request performed by teachers and students in EFL online classes. The researcher found three types of speech act of request, the most frequently occurring interrogative speech acts. After that the speech act of request and the least common is the type of imperative speech act of request. In addition, it is the teacher who most often utters the speech act of request than the students. The strategy that often appears is the direct speech act of request. Based on the data, it can be concluded that teachers use direct speech acts from requests to their students resulting in student activity in EFL online classes.

ABSTRACT

Sari, Ivo Puspita (2022) *Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube.* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Islamic State University Maulana Malik Ibrahim Malang. Advisor Dr.Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

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Penelitian ini didasarkan pada tindak tutur permintaan yang terjadi dalam interaksi guru dan siswa di kelas online EFL yang terdapat dalam dua video yang diunggah di kanal Youtube Languistics. Penelitian ini bertujuan untuk mengetahui jenis-jenis tindak tutur permintaan dan strategi apa yang muncul dalam kedua video tersebut. Peneliti menggunakan dua video, yang pertama adalah "Free English Lesson with My Online Students | Zoom April 2, 2020", yang kedua berjudul "Free English Lessons Online Speaking with Native Speakers". Untuk menganalisis data, peneliti menggunakan metode deskriptif kualitatif. Dalam penelitian ini, peneliti menemukan tiga puluh tindak tutur permintaan yang dilakukan oleh guru dan siswa di kelas online EFL. Peneliti menemukan tiga jenis tindak tutur permintaan, tindak tutur tanya yang paling sering terjadi. Setelah itu tindak tutur permintaan dan yang paling sedikit muncul adalah jenis tindak tutur imperatif permintaan. Selain itu, gurulah yang paling sering mengucapkan tindak tutur permintaan daripada siswa. Strategi yang sering muncul adalah tindak tutur permintaan langsung. Berdasarkan data tersebut dapat disimpulkan bahwa guru menggunakan tindak tutur langsung dari permintaan kepada siswanya sehingga mengakibatkan aktivitas siswa di kelas online EFL.

مستلص البحث

Sari, Ivo Puspita (2022) *Speech Acts of Request Analysis by Teacher and Students in EFL Online Class Interaction in Professor Monty's Youtube.* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Islamic State University Maulana Malik Ibrahim Malang. Advisor Dr.Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

الكلمات الرئيسية: البراغماتية ، قانون الكلام ، قانون طلب الكلام ، اللغة الإنجليزية كلغة أجنبية

Keywords: Pragmatics, Speech Act, Speech Act of Request, EFL

يعتمد هذا البحث على طلبات الكلام التي تحدث في تفاعلات المعلم والطلاب في فصول اللغة الإنجليزية كلغة أجنبية عبر الإنترنت تهدف هذه الدراسة إلى تحديد أنواع طلبات الكلام والأفعال Languistics Youtube. المضمنة في مقطعي فيديو تم تحميلهما على قناة Free English Lesson with My " والاستراتيجيات التي تظهر في مقطعي الفيديو .يستخدم الباحث مقطعين فيديو ، الأول هو Online Students | Zoom April 2, 2020"،بعنوان والثاني" Free English Lessons Online Speaking with Native لتحليل البيانات استخدم الباحث المنهج الوصفي النوعي .في هذه الدراسة ، وجد الباحث ثلاثين طلبًا للكلام يقوم بها ." Speakers المعلمون والطلاب في فصول اللغة الإنجليزية كلغة أجنبية عبر الإنترنت .ووجدت الباحثة ثلاثة أنواع من أفعال الكلام للطلب ، أكثرها تكرارًا لأفعال الكلام التساؤل .بعد ذلك ، يكون فعل طلب الكلام والأقل شيوعًا هو نوع فعل الكلام الإلزامي .بالإضافة إلى ذلك ، فإن المعلم هو الذي ينطق طلب الكلام أكثر من الطلاب .الإستراتيجية التي تظهر غالبًا هي فعل طلب الكلام المباشر .بناءً على هذه البيانات يمكن الاستنتاج أن المعلمين يستخدمون أفعال الكلام المباشر من الطلبات الموجهة إلى الطلاب ، مما يؤدي إلى نشاط الطلاب في فصول اللغة الإنجليزية كلغة أجنبية عبر الإنترنت.

x

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter presents the introductory part of the research. This includes the background of the research, the research question of the study, the significance of the study, the scope of the research, and definitions of key terms. Each of these points will be discussed in this chapter.

A. Background of the Study

Speech act of request is considered to have problems in its use. This is because the request is considered to threaten the face of the speech partner (Yuliantoro, 2020). Besides that, in expressing the speech act of request, the speaker makes sure that the speech partner does what is asked, so that sometimes to give the impression of politeness, the speaker uses language in such a way as not to threaten the other person. Therefore, speakers often use language with other meanings so that it has a double meaning. This causes the interlocutor to have the opportunity to catch the wrong meaning so that it becomes a problem where miscommunication occurs. Furthermore, Searle (1969) revealed that all speech acts have a certain meaning and that meaning is often a problem. A simple example when saying the sentence "isn't this room hot?" not just a yes or no answer but an indirect request meaning turning on the air conditioner. Because the use of the speech act of request is considered crucial in social interaction, research related to the speech act of request is still a concern among researchers (Maros & Halim, 2018).

Speech act of request is very relevant to be researched as evidenced by many similar studies, namely (Nugroho & Rekha, 2020; Nugroho et al., 2021; Wahyu, G. E., & Citrawati, N. P. E. W., 2021). The results of the study illustrate that the speech act strategy chosen affects the success of the interaction process in the classroom between teachers and students. Thus, how the speech act of request strategy of teacher and student requests becomes an important discussion in this study. According to their research, students most frequently used the indirect strategy due to social distance, cultural norms, speech partners, and cultural backgrounds.

Speech act of request can occur in any context, including between teachers and students. The learning process involves a conversation between the teacher and students so that there is an interaction between the two. It is the speech act of request that often occurs in classroom interactions between teachers and students. Compared to other forms of speech acts, speech act of request are a way that is often used to initiate communication, especially in the context of new language learners (Alzeebaree & Yavuz, 2017). This is the concern of researchers to conduct speech of request research on teachers and students in the learning process.

The researcher is interested in examining the speech acts of requests that occur in the interaction of teachers and students of EFL (English as Foreigh Language) in online classes. This is because teaching English as a foreign language has developed in recent decades through more accessible online classes. Apart from being of short duration, this flexible online class at Zoom has features that help online class learning. These features include large class quotas, good camera quality, a breakout zoom

feature, and a record feature to record and save learning videos that have been implemented. This is a challenge for teachers and students in the process of learning foreign languages. Thus, how the speech act of request occurs in the process of learning foreign languages in online classes is important to study.

The researcher is interested in studying EFL online classes on the "Languistic" youtube channel. This is because the YouTube channel is popular in terms of linguistics, as evidenced by 4.4k subscribers and hundreds of thousands of viewers. The first video to be analyzed is entitled "Free English Lesson with My Online Students | Zoom April 2, 2020" and got 64k views. The second video is entitled "Free English Lessons Online Speaking with Native Speakers". The interesting thing here is that teachers can bring together students from various backgrounds to learn English in one online class. This is a challenge in itself to achieve success in the learning process in the classroom. Thus, the purpose of this study is to find the types of speech acts of requests and how these forms occur to teachers and students in the process of learning English EFL online class.

There are several studies on speech acts of requests similar to this topic, such as Situmorang (2022), Alfghe & Mohammadzadeh (2021), Jiménez-Briones & Luzondo-Oyón (2020). They argue that speech acts of request have the potential to miscommunicate in practice in EFL classes. Thus, it has certain forms and strategies for teachers and students to capture the true meaning. They need the right strategy for them to achieve communication goals in interacting with each other. Thus, the speech

act of request is considered a polite way to convey a certain meaning in the context of EFL.

Other studies that are strongly related to this research are (Nugroho et al., 2021), and Santosa & Kurniadi (2020). They argue that the speech acts used in EFL classes can lead to understanding or misunderstanding due to the different cultures between the origin of the language and its users. The purpose of this research is to find out the most used classification of speech acts by an EFL teacher when teaching, the reasons why certain classifications are preferred and the implications of the selected speech act classifications for the teaching and learning process. This research is a case study research involving an English teacher who teaches an EFL class. Furthermore, the study by Wahyu, G. E., & Citrawati, N. P. E. W. (2021) focuses on how students produce speech of request. The results of the research show that students use a lot of modal verbs (can, could and may) to produce speech acts of request.

Other researchers such as Prihatin & Aflahatun (2020), Obaid Hussein & Albakri (2019), Maros & Halim (2018), and Nugroho & Rekha (2020) have relations with this research. They argue that even in the same culture the speech act of request strategies by teacher and student in the classroom can be different and varied. The speech act of request strategy has an effect on developing the English language skills of EFL students in pronouncing, interpreting, and responding to utterances correctly. The speech act of request strategy by teachers and students is also able to develop communication in the classroom. This shows that the speech act of request strategy is part of language

learning and pragmatic competence in helping to organize and direct students and as an art of communication in the classroom.

These paragraph lead us to the conclusion that this is still rarely studied related to speech acts of requests by student and teacher interactions in online English classes in the context of English as a foreign language (EFL). The similarity of previous research with this research is about the context of the speech act of request that occurred previously through face-to-face classes and this research was conducted online in youtube media and in the form of video. On the other hand, the reader knows that this speech act of request is applied especially in the interaction of the foreign language learning process. This becomes important and useful for further research on speech acts of request.

B. Research Questions

Based on this background, the formulation of the problem proposed in this study is as follows:

1. What types of speech act of request found in teacher and students EFL online class interactions?

2. How does the speech act of request occur in teacher and students EFL online class interactions?

C. Significance of the Study

This research has theoretical and practical significance. The theoretical significance in this research is to provide findings about the forms of speech act of request in

teacher-student interaction in EFL online classes via zoom which is shown in the linguistics channel youtube video by Professor Monty. The practical significance of this research is to show readers the forms and the process the speech act of the request occurred to the teacher-student interaction in the EFL online class EFL.

D. Scope and Limitations

This study is included in pragmatic studies focusing on finding the types of speech acts of requests and strategies that occur between teachers and students in online EFL classes on the Languistic YouTube channel. This study uses the theory of speech act by Yule (1996) and the theory of Request goals by Kulka (1985). The first theory is used to analyze the types and strategies of speech act requests while the second theory is used to analyze the purpose of speech act requests used by teachers and students in online EFL class.

The researcher only limits the video of the online class English learning process via zoom by Languistic YouTube channel. The videos selected in this study were taken from the category of free English learning via zoom together with Professor Monty. The selection of video categories is done so that researchers do not expand and make this research too long. Of the 10 videos only two video contents were used as the object of research. The first video is entitled "Free English Lesson with My Online Students | Zoom April 2, 2020". The second video entitled "Free English Lessons Online Speaking with Native Speakers" was uploaded on April 1, 2021. From the two videos, the researcher found many speech act of request utterances. The speech act of request here is only an utterance that contains the meaning of a request that will be analyzed.

E. Definition of Key Terms

The title of this research is "Speech Acts of Request Analysis by Teacher And Students In EFL Online Class Interaction In Professor Monty's Youtube", Concerning with this title, to avoid ambiguity and misunderstanding, some important terms are given as follows:

Speech Act

Speech act is part of pragmatics in the form of utterances or sentences to express the intent of utterances made as part of social interaction.

Speech Act of Request

Speech act of request is a way of asking for help from others to complete an action through an utterance. Requests are based on the assumption that the interlocutor is capable of taking actions that will help the speaker out of potential problems. Speech act of request here is defined as an utterance containing the meaning of asking who is able to perform an action. In this study, the Speech Act of Request is meant to be an utterance of a request from the teacher or from students during the learning process in the online EFL class.

EFL classroom interaction

EFL class interaction is the classroom which have two-way process between the participants in the classroom, such as teacher influences the students, students influences the students, or the students influence the teacher, and the hold process are done by the people whose the first language is not English. EFL class interaction here

is a distance English learning class through zoom media which is attended by students from various countries and regions. The lesson has been uploaded by his teacher named Professor Monty on his Youtube Channel, "Languistics".

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss the theories related to this research. There are three parts, namely pragmatics, speech act and speech act of request.

A. Pragmatics

In communicating, individuals are free to express ideas, thoughts, and feelings towards the interlocutor, but there are still misunderstandings due to misunderstanding a sentence. Based on Yuliantoro (2020) in his book "Pragmatic Analysis" he argues that in a conversation between the speaker and the speech partner will try to interpret the meaning of each other's speech so that understanding occurs. Understanding the meaning of speech by speakers and speech partners, is actually the core of pragmatic studies. Furthermore, Leech (1983) says that pragmatics is definedas the study of how to interpret speech in a communication condition and situation. This shows that pragmatics is more than just interpreting utterances based on the structure of words, but also the relation of utterances based on the situation and culture around them.

Although pragmatics and semantics both study meaning, they both have differences in thecontext of the discussion being studied. Furthermore, Yuliantoro Leech (1983: 8-10) compares studies between semantics and pragmatics. First, semantics treats meaning as a relationship involving two aspects (dyadic), while pragmatics treats meaning as a relationship involving threeaspects (triadic). Second,

semantics examines the meaning of X (words, phrases, clauses, and sentences), while pragmatics examines the power of speech: what does the speaker mean by saying X.

According to Suhartono (2020), the concept and scope of pragmatics are contained in three interrelated parts, namely: studies in the study of linguistics, the aims of what speakers want in a context, andthe speech of the language represented. This shows that pragmatics is always related to the contextof the situation and culture in the environment in interpreting the meaning of the language spoken by the speaker. This is in accordance with one of the pragmatic characteristics, namely, language users in society related to the cultural background of the speaker and his interlocutor.

B. Speech Act

One of the pragmatic theories related to the use of language as something that can perform actions is called speech acts. When communicating, there is a speech act in which the speaker expresses the intent and purpose that can be understood by the speech partner. As defined by Yule in Nuramila (2020), actions shown through speech are called speech acts. Furthermore, Degaf (2021), the interpretation of the content of meaning in communication is not limited to the meaning of the utterance, but looks at the consequences that can be caused by the utterance. This speech act theory was introduced by a Harvard University professor, namely, J.L. Austin. In 1962, the book How to Do Things with Words dealt specifically with speech acts. According to his view, every activity is an action, even silence is also an action, namely the act of not moving. This implies that speech acts are basically one of several types of behavior in social interaction. In short, a speech act can be defined as an utterance capable of

performing an action.

According to Austin, a speech act is a verbal act that conveys meaning. This objective must be emphasized because it relates to the objective of communication in a social interaction. He divides speech acts into the locutionary, illocutionary, and perlocutionary categories. Locutions are nearly identical to certain sentence expressions with a referential meaning and are also similar to their traditional meaning. In short, locutionary acts are expressions of speech. Illocutionary is a speech with multiple meanings that provides information, offers, attention, and so on. Illocutionary acts have the purpose of communicating or informing and are used to perform actions. Perlocutionary acts are utterances with the intention of influencing the interlocutor. Illocutionary is one of the three components that gives rise to multiple types.

C. Types of Speech Act

Many experts, including Searle, Leech, Kreidler, Allan, Yule, and others, contributed to the theory of speech acts. They both agree that there are various types of illocutionary acts. There are five types of illocutionary speech acts, according to Yule (1996). The first declaration is an utterance that, through the speaker's speech, has the power to change the world. The second type of speech act is expressive, which expresses how the speaker feels. Third, a representative speech act states whether the speaker believes there is a case or not. The fourth is directive, which is a speech act used by speakers to make other people do something. The last, commissive is a type of speech act that speakers use to commit themselves to some future action.

Directive speech acts are most commonly found in social interactions among human beings who have certain goals. This is because a directive speech act is a type of speech act that makes the interlocutor do something. For example, when a teacher says "this classroom is very hot, isn't it?" The utterance does not want a yes or no answer but wants the student who is the partner to say to turn on the air conditioner or open the air vent in the class. Students who understand the teacher's speech take an action so that the room is no longer hot. This directive speech act has several functions, namely, for example ask, beg, command, demand, forbid, recommend, and request.

Based on Del Campo Martínez (2015) There are many types of speech acts and definitions that are often used in social interaction. First, speech act of order is an utterance that makes the hearer act in a way that other people want. Second, speech act of advises is an utterance to inform about possible actions that according to the speaker are beneficial for the hearer about future conditions. Third, the speech act of offer is an utterance to make an offer that ends in the act of accepting the offer or rejecting the speaker's offer. Fourth, speech act of promising is an utterance that binds the speaker or the speaker's commitment to perform an action in the future. Fifth, speech act of threaten is a forced speech so that the speech partner takes action only to avoid a threat that has a negative impact.

The sixth type of speech act, namely speech act of congratulate, is an expression of being happy in someone else's success through congratulation. Seventh, the speech act of thank is an utterance to express gratitude as a speaker's acknowledgment of the benefits of the speech partner's actions. Eighth, speech act of apologize is a remedial

action that expresses regret for past behavior through an utterance. Ninth, speech act of pardon is an utterance expressing forgiveness for actions that are considered wrong. Tenth, speech act of condolence is an expression of sympathy to someone who has experienced sadness or misfortune as an act of condolence. Eleventh, speech act of boast is an utterance expressing achievement and pride for what has been achieved with the intention of sharing feelings of satisfaction with the hearer. Twelfth, speech act of request is an utterance asking for help so that the speech partner acts to solve it.

D. Speech Act of Request

Speech act of request comes under illocutionary acts. As mentioned by Searle (1969), request is the speaker's attempt to get the hearer to do an action. (Alerwi & Alzahrani, 2020) Lexically, asking is interpreted as saying words to give or get something. Semantically, the word has the meaning of a request to the interlocutor. The speaker tries to ask the speech partner in an informal situation with a specific purpose. Requesting phrases are usually marked with lexical or grammatical markers. Here are some examples:

1. Oh my son, I do not carry a pen!'

   Context: spoken by the teacher when the teacher needed a pen to fill out the attendance list.

2. Ayesha, I want the paper, please!'

   Context: spoken by the teacher when the teacher asks students to give him a paper.

3. Nabilah, May I ask for the ink!'

Context: spoken by the teacher when the teacher asks students to give them marker ink. The utterance (1), (2), and (3) are referred to as speech acts of request because the intonation is high at the beginning and low at the end as in that utterance (1). The sentence has a tone as a characteristic of a sentence that contains the meaning of a command and has a subtle tone of request because it is preceded by a request diction. The lexicon in utterance (2) and (3) lexically means asking. The utterance already has a requesting sentence construction, without a context the utterance can be understood as a meaningful sentence request because the context in the sentence clearly shows the meaning of the request (Qomariyah, 2017).

Compared to other types of speech acts, request illocutionary acts are the most frequently studied in second language studies. Requests are expressed by different linguistic structures (e.g., declarative, interrogative or imperative), and for different purposes or purposes. Request is a face-threatening act (Alzeebaree & Yavuz, 2017). A request is an implicit action taken by the speaker to impact the willful behavior of the listener in the former's interest only and at the expense of the latter. On the other hand, suggestion is defined as something that is useful to the interlocutor, speaker, and listener.

People usually make requests to open communication. The request is directive and is considered a face threatening act. According to Trosborg (1995), a request is an implicit action taken by the speaker to influence the intentional behavior of the listener only for the benefit of the speaker and at the expense of the listener. On the other hand,

in non-impositive actions, the benefits are for the listener (Alfghe & Mohammadzadeh, 2021). In addition, a successful request will require skill levels of linguistics that vary between languages. This is because the politeness and linguistic components vary, the use of strategies can result in inappropriate speech (Situmorang, 2022).

According to Blum-Kulka, Danet, and Gherson (1985), a request communicates the speaker's expectation of a future, vocal, or nonverbal response from the listener. The phrases (may I just borrow a little bit of paper?' and 'give me a sheet of paper?' imply that the speaker expects some action from the hearer. In other perspective, Searle (1976) as quoted by Hymes (1983: 93) includes request as directive speech acts. He stated that suggestions, requests, and commands are all attempts by the speaker (S) to persuade the hearer (H) to do something. The only difference is in the intensity of the attempt. The goals of requests include action (e.g., Can you open the window?), goods (e.g., Can you pass me the salt?), information (e.g., Do you know who our teacher will be this semester?), and permission (e.g., May I leave early?), with the appropriateness of a particular goal determined by the social norms under which the speech acts are made.

E. Types of Speech Act of Request

1. Interrogative speech act of request

Based on Qomariyah (2017), interrogative sentences are sentences that contain intonation and meaning of questions. An interrogative sentence or interrogative sentence has the meaning of asking another person to do or provide something in the form of information. However, not all interrogative sentences are intended for

someone, there are also interrogative sentences aimed at oneself. The sentence usually does not require an answer because this sentence only serves to believe in yourself. The sentence can be in the form of asking or asking. This sentence is conveyed if the speaker wants to get information or a reaction from his interlocutor. This sentence has characteristics, 1) question intonation, 2) uses question words and ends with question marks in written language.

2. Imperative speech act of request

The imperative sentence type does not seem to be an appropriate vehicle for the expression of requests. The impositive nature of imperative constructions clashes with the high degrees of optionality and politeness that are characteristic of requests. Hence the small number of instances of requesting that make use of imperative constructions. An imperative sentence is a sentence that contains a command. Speech act of request can also be in the form of requests in the form of commands or imperative sentences.

3. Declarative speech act of request

A declarative sentence is a sentence that contains a statement. Declarative sentences minimize errors in the speech act of request. This is because statements are easier to understand. However, in speech acts there are often mistakes in interpreting an utterance. It could be that the utterance in the form of a statement has the meaning of a request or has the meaning of an order. Therefore, it can be seen from the meaning and context of what happened (Alzeebaree & Yavuz, 2017).

According to Sunaryanti (in Rahardi, 1998: 43) states that intonation is high-low sound, long-short sound, loud-weak sound, pauses, rhythm, and timbre that accompanies speech. Intonation serves to clarify the meaning of speech. Intonation is divided into news intonation, question intonation, and exclamation intonation. The intonation of the exclamation itself can still be further broken down into intonation of orders, invitations, requests, requests, and so on.

According to Yule (1996), there are two strategies used in speech acts. The first is directive speech act and indirectif specific act. The first is the utterance that is in accordance with the meaning of the utterance, while the indirect between the spoken utterances has another meaning.

The direct speech act of request is the most explicit and direct form of requesting, its meaning can be recognized through knowledge of the lexicon and grammatical rules. (Blum-Kulka & Olshtain in Mohamed, 2019) argues that direct strategies/explicit requests, such as imperatives. For example, "Go to the room.", "I'm asking you to go to the room.", "I'd like to ask you to go to the room.", "You'll have to go to the room. ", and "I really wish you'd go to the room.". The utterances are interpreted as a request even though it is in the form of an imperative sentence.

In the indirect speech act of request linguistic conventions are still used. This is inversely proportional to the direct speech act of request. The indirect speech act of request not only requires basic language but also requires knowledge of pragmalinguistic conventions. (Drakhshan & Shakki, 2021). Therefore, Indirect strategies (referring to contextual preconditions necessary for its performance a

conventionalized in the language). As some examples of indirect speech act of request, "How about going to the room?" and "Could you go to the room, please." (Concerned & Aflahatun, 2020).

This research focuses on teacher-student interactions in Professor Monty's online EFL classes. Professor Monty and his international students teach English online using zoom and google class meet. He uploaded his entire learning process to his YouTube channel. English as a Lingua Franca (ELF) refers to the use of English by non-native speakers (Situmorang, 2022). To improve EFL teacher communication and practical skills. Learners must know speech acts, or request strategy, used by teachers in their lessons and find strategies teachers use to achieve their communication goals in different countries. This can help foreign students become more pragmatic and aware of their own culture, and it can help EFL teachers develop practical teaching skills (Obaid Hussein & Mohd Ariff Albakri, 2019).

CHAPTER III

RESEARCH METHOD

The research method is a scientific method for getting data with objective and specific. The method study has five parts: research design, data sources, data collection, and data analysis

A. Research Design

This research uses qualitative research methods. Qualitative research focuses on examininga problem or phenomenon in detail and depth. Of course, qualitative research does not use data in the form of numbers but the form of writing or descriptions. Researchers used qualitative methodsin this study because qualitative methods are very suitable for the phenomenon of speech acts in the learning process via zoom in online classes. Qualitative research methods are expected to be able to provide an in-depth understanding of studying the phenomenon of a comprehensive learning process.

B. Research Instrument

In this online class English learning process, the researcher became the instrument in this research. The instrument can be said to be a tool for researchers to get accurate data from respondents. Research Instruments are measurement tools used to collect data from research participants on a particular topic. The researcher is the first instrument to write and answer the research questions. Another instrument is the scripts from the teacher and students interaction in Languistic youtbe channel. The script is obtained from watching and writing (taking scripts) conversations by teacher and students in the Languistic youtbe channel.

C. Data and Data Source

Data is a very influential part in a study. The accuracy of the data will make the research process can take place and can be accounted for the truth. This study uses a qualitative method with data sources in the form of videos taken from Professor Monty's youtube channel named Languistics. The researcher uses two videos as data sources because they are considered to have fulfilled the research requirements. The data source were two videos taken from YouTube. Of the 10 videos only two video content was used as the object of research. The first video is entitled "Free English Lesson with My Online Students | Zoom April 2, 2020". The second video entitled "Free English Lessons Online Speaking with Native Speakers" was uploaded on April 1, 2021. This is because after the researchers watched several videos, the researchers found many requests from the two videos that were in line with the research to be carried out. From these data, the researcher listens, collects, and lists the utterances and sentences that are included in the speech acts of requests between teacher and student conversations in online class.

D. Data Collection

In this study, data were collected using listening and note-taking techniques. The following are the steps taken to collect data in this study. First, determine the video content on Professor Monty English's youtube channel which is the object of research, namely a video entitled Free English Lesson with My Online Students. Second, watching YouTube videos that have been selected and deemed worthy by researchers to be studied, researched, observe from the beginning of the video to the end of the

video playback. Third, determine the main research problem. Fourth, recording the observations in the form of important notes and the sequence of utterances and sentences in the video included in the speech act of request. Fifth, identify the types and strategies of data that contain speech acts of request using Yule's theory (1996).

E. Data Analysis

The researcher follows this procedure when examining the data. First, the researcher examines and clarifies the types and strategies of speech acts of requests based on Yule's theory (1996) and describes the speech acts of requests which are classified into three types. They are speech acts of asking requests, declarative speech acts of requests, imperative speech acts of requests. Then the three types were analyzed based on the strategies used by teachers and students, namely direct and indirect speech act of request. Then conclude the function of the strategy used based on Blum-Kulka (1985).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes the research findings along with the discussion on the first and second video data.The first video is "Free English Lesson with My Online Students | Zoom April 2, 2020". The second video is "Free English Lessons Online Speaking with Native Speakers". The two video data are still in the same playlist, namely free English learning via zoom together with Professor Monty. In this finding, I will describe the video and then present the findings in the context of the findings, types and strategies.

A. Findings

Video 1 : "Free English Lesson with My Online Students | Zoom April 2, 2020"

Types			Strategies	
Interrogative Request	Imperative Request	Declarative Request	Direct	Indirect
9	1	4	13	1
Total= 14				

Table speech acts of request from video 1

The online English learning video by Professor Monty is highly interactive. The students in the class come from different regions and different backgrounds which makes this online class zoom interesting. This is because the teacher and students both participate in each learning discussion which has a duration of 37:05 minutes. Video learning English begins with the teacher share screen about the material until the students take turns reading the text entitled "It's time - finally! - to grow your seed".

Not only learning to read English texts, there are also those who are taught to interpret reading texts and get to know English vocabulary that is not yet familiar. In a short time the teacher teaches how to pronounce English vocabulary, compose sentences in English and practice speaking in English.

The researcher has an argument that the EFL online class conducted by Professor Monty on his youtube has a lot of discussion and interaction between teachers and students. The interaction of learning English gives rise to many speech acts. One of them is the speech act of request that occurs by the teacher to the student or the student to the teacher. The researcher analyzed what types of speech act of request occurred to teachers and students in EFL online classes on Professor Monty's youtube. There are three types of speech act of request, namely interrogative speech act of request, imperative speech act of request, and declarative speech act of request. In addition, there are two strategies found, namely the directive and indirective strategies.

After knowing what types occur in the speech acts of requests by teachers and students in EFL online classes, the researcher believes that these types of speech acts affect the learning process that occurs. Types of speech act of request appear in interactions in EFL online classes, namely interrogative, imperative, and declarative. These three types appear in several strategies, namely direct and indirect which are carried out by teachers and students in online class EFL interactions.

Datum 1

Context: the lecturer shares the screen on the zoom application related to English learning materials.

> Lecturer : okay sure okay perfect so let's read this okay together here we go okay so let's *go Rena do you want to start reading (1) ?*
>
> Rena : Sure yeah, sunshine and longer days are … (reading a text). Should I continue?

The dialogue was said by Professor Monty when Professor Monty shared a screen of English learning materials on the zoom application. The zoom meeting in the 37:05 minute online class video was opened with professor Monty showing the English reading text entitled "it's time". The dialogue above is the interaction of Professor Monty as a teacher and his student Rena. The teacher invites students to read the text together and take turns. Rena, one of the students who took part in this online EFL class, was asked for the first time to read the text on the screen.

The utterances that are uttered by the teacher to his students contain the utterances of speech act of request. The words printed in italics (1) are interrogative type of speech act of request. In accordance with Yule's 1996 speech act theory, the words "*do you want to start reading?"* included in the classification of interrogative speech acts. Not only the answer yes I want or no I don't want but the teacher's utterance is able to take action against his students. So that the student after responding to a request from his teacher "sure" he immediately reads the reading text in the first paragraph.

The italic utterance (1) by the teacher using a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request to the students to start reading the text on the screen that

has been displayed by the teacher. In the form of an interrogative sentence, the meaning of the utterance displayed also means asking whether or not a request is willing or not. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 4

Professor Monty : yeah that's an expression good question good question um you have any questions Julia?

Julia : no sir so you repeat the word *could you repeat the word that you used for the salad lettuce (4)?*

Professor Monty : salad lettuce

Rena : L-E-T-T-U-C-E

This conversation occurs in a question and answer session. After one student named Rena read the paragraph a question arose from another student named Julia she asked for an explanation of what she did not understand. Then after the teacher explained and Julia had gotten the answer to her question. The teacher praised Julia's question then confirmed to her student (Julia) with the question "*you have any questions Julia?"*. Julia responded by saying no, but she asked her teacher to repeat a word she had never heard in English, namely "lettuce salad". The teacher repeats the word slowly so that students learn how to pronounce the word. Suddenly another student (Rena) spells the letters of the word "lettuce".

The italic utterances (4) were classified into interrogative speech act of request when rena uses the question word, *"could you repeat the word that you used for the*

salad lettuce?" to his teacher. Sentences in the form of questions are characteristic of interrogatives. Furthermore, the word "could you repeat" is a request with an interrogative type. It means to ask the teacher to repeat words because students think that the teacher is the one who can do it and who understands the English learning material the best. Speech acts of requests from students can be understood by the teacher. Because the teacher does the act of repeating the word "lettuce salad".

The italic utterance (4) by students using a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request to the teacher to repeat how to read the word "lettuce" correctly. In the form of an interrogative sentence, the meaning of the utterance that is displayed also means asking whether or not a request can be made. Therefore, the sentence that students want to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the student serves to ask for understanding (explanation) from the teacher.

Datum 6

Professor Monty : perfect perfect good um wait one second let me just sorry I just want to make sure everyone's okay and the breakout rooms what that need okay

Isadora : okay no problem I'm sorry okay yes my love my phone yeah all right are we good *can you hear Julia (6)* ?

Julia : yes

The conversation occurs when the teacher divides the students into groups. As a teacher he is in control of the class. In addition, the teacher is responsible for ensuring that students are ready to receive learning materials. It is the same in that situation, the

teacher makes sure that every student is ready and there are no obstacles. Then the student named Isadora apologized to everyone that previously she had trouble getting an internet connection. This caused him to freeze for some time. And what he said was not heard by other zoom users. So he asked his partner (Julia) for help to tell him that his zoom account was back to normal or not.

The italic utterance (6) is classified as an interrogative speech act of request when Isadora asks her friend (Julia) for help in the form of an interrogative sentence. Isadora's question sentence "*can you hear Julia?"* included in the characteristics of the interrogative speech act of request. Isadora's words can take action against Julia in the form of observing and giving information from the voice she hears is quite clear. So Julia's "yes" response is information from her observations of the sound coming out of Isadora's zoom account.

The italic utterance (6) by a student named Isadora uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request to another student named Julia to ask for information whether her voice is clear enough. The utterance is in the form of an interrogative sentence, the meaning of the utterance displayed also means asking for information by asking. Therefore, the sentence to be conveyed is in accordance with the speaker's intent. In addition, the speech act of request made by this student serves to encourage other students to do something in order to get attention and information.

Datum 7

Professor Monty : okay you have two things open. *Can you close one of them ?(7)*

yeah perfect okay do you want to read for us?

The conversation was spoken by Professor Monty as a teacher in an EFL online class. He notices that his student has two zoom accounts logged into his class. The two accounts made intertwined sounds and made students reading the text inaudible. Thus, Professor Monty as a teacher intends to make the voice heard clearly and the learning process is comfortable again. This is done by asking students to close an account that interferes with the learning process.

Sentences in italics (7) are utterances made by Professor Monty which are included in the type of speech act of request. A request from the teacher to one of his students uses the lingual marker *"Can you close one of them ?"*. The speech act of request that occurs is said directly so that the intended student immediately understands the situation and removes one of his accounts. The speech act of the request made by the teacher resulted in the illusion that two simultaneous zoom accounts resulted in disturbing noise in the EFL online class. Besides that, Professor Monty as a teacher has the control to control the class so that it remains conducive and comfortable. Thus, what he said was a request to close one of Isadora's accounts so as not to interfere with learning. This is understood by Isadora with the action of getting out of zoom and only using one account.

The italic utterance (7) by the teacher uses an indirect speech act of request strategy. This is because it uses an interrogative sentence structure which means asking while the teacher's utterance has an imperative meaning. The utterance means a request for students to close one zoom account of students who join using two accounts. This is because the sound produced collides with each other and makes the sound not heard clearly. The utterance is an interrogative sentence meaning the utterance that is displayed in the form of an order for students to close accounts that interfere with learning in class. Therefore, the sentence that the teacher wants to convey is not in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that the class becomes conducive.

Datum 8

Professor Monty ; yeah *do you want to read for us here* ? yeah *can you see my screen* ? *can you see right now?(8.1)*

Isadora : *hello can you hear me ?(8.2)*

Professor Monty : yes okay. *Can you see the screen* ? (8.3) yes okay. *Do you want to read for us?(8.4)*

Isadora : (nodding head)

Professor Monty: Go ahead.

After other students finished reading the English text, it was time for the teacher to ask other students to take turns reading the text in the next paragraph. The word "you" uttered by Professor Monty was shown to his student named Isadora. This is because Isadora has not had a turn to read at all. But there was a problem in Isadora's zoom so she asked for information whether her voice was heard by others. After a while

the teacher understood that Isadora was having a hard time getting an internet connection. After it was felt that Isadora's voice sounded quite clear, the teacher told her that her voice was quite stable than before. After that, the teacher asked Isadora to take her turn to read the next paragraph of text.

The italics (8.1), (8.2), (8.3), and (8.4) are categorized in the interrogative speech act of request because the teacher and students use interrogative sentences. The interrogative sentence is *"can you see my screen?"* which is repeatedly said by the teacher and students is one of the characteristics of the interrogative speech act of request. The teacher says "*do you want to read for us?"* is an expression of request to the students. Then the students respond by answering "*can you hear me?"* was a request to make sure that before he took the action his teacher asked him to do, his voice was heard clearly. The teacher understands that the student's question is a request before the request is made. So that in understanding the situation the teacher informs the student's voice in a stable state then the teacher repeats the previous request. The speech act of request by the teacher was successfully carried out because the student understood and immediately took action in the form of reading a follow-up paragraph from what had been read before.

The italic utterance (8.1), (8.3), and (8.4) by the teacher used a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterances (8.1) and (8.3) mean a request to the students to make sure the students are in good condition before the teacher finally asks the students to read the text. Then (8.4) the teacher's utterance asks the students to start reading the

text on the screen that has been displayed by the teacher. In the form of an interrogative sentence, the meaning of the utterance displayed also means asking whether or not a request is willing or not. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to interrogate students and encourage students to do something so that students are active in class.

The italic utterance (8.2) by a student named Isadora, uses an indirect speech act of request strategy. This is because seeing from the situation that occurred in the conversation the teacher asked Isadora to read the text but there was no response from Isadora. He said "hello can you hear me?" intends to ask the teacher for information because the network is not stable so that his voice is not clear. It can be seen that the meaning of the utterances displayed is different, namely the meaning of request if his voice is heard then he is willing to read and if not then he cannot read the next text. In other words he wanted to let her know that the network wasn't that strong. Therefore, the sentence that the student wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to request information related to the student network.

Datum 9

Professor Monty : good what does this mean "..in a solution of one part ammonia to ten parts tap water" *what do you think guys?"(9.1)*

Julia : it's like how much quantity yeah.

Professor Monty : Good. So one part versus ten parts right, so do you have more ammonia or more water. Yes perfect perfect. *Okay Rena do you want to do the next paragraph ?(9.2)*

The conversation was carried out by Professor Monty as a teacher in an EFL online class in the question and answer session. After the material is given, the teacher shows the sentences in the reading text to be discussed together. The teacher asks the students to think and speak about the meaning of the English sentence being discussed. One of the students expressed his opinion and got a good response from the teacher. Then the teacher gave a little explanation regarding the meaning of the English sentence being discussed. Next is the session taking turns to read the text for the next paragraph. The teacher asks one of the students, Rena, to read the next paragraph.

The italic utterance (9.1) and (9.2) are classified in the interrogative type of speech act of request because the teacher's intention is to use the interrogative form. The characteristic of the interrogative speech act of request is an interrogative sentence. The saying "*what do you think guys?*" is a question sentence from the teacher to all his students. In line with that, the teacher performs speech act of request in the form of asking students to voice their opinions and practice speaking in English. The request was interpreted well by the students so that the interaction between the teacher and students went well. The phrase "*do you want to do the next paragraph?*" is a question sentence as well as a request from the teacher to his students.

The italic utterance (9.1) and (9.2) by the teacher used a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request for students to think critically and interpret the meaning of the word based on the context. In addition, the speech was in the form of a teacher's request to Rena to start reading the text on the screen that had been displayed

by the teacher. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request for opinion and an active request in class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class and investigate students' understanding.

Datum 11

Professor Monty : . *Drizzle do you want to read for us ? is she with us ?(11)*

Drizzle : okay (reading) if you are inclined to make your own seeding medium, mix equal parts of clean sand, peat moss and potting soil together. we always add one part worm castings to 10 parts soil for best results.

Professor Monty : it's very good. "results" (correction)

Drizzle : ohh results

The conversation above occurred when the teacher asked his student, named Drizzle, to read the text. However, the teacher's request was not responded to quickly. After a while the teacher said "is she with us" to confirm the condition of the students. Drizzel then read the text that the teacher asked for. While reading, he got a correction on the "result" reading, this was done during the EFL online class learning process.

The italic utterance (11) is classified into the type of interrogative speech act of request because the intonation of request used by the teacher to the students is in the form of questions. Questions are a feature of interrogative sentences. Literally the

phrase "*Drizzle do you want to read for us ? is she with us ?"* means a request in the form of a question.

The italic utterance (11.1) and (11.2) by the teacher used a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request to the students to take turns reading the text of the next paragraph. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request to read the text and direct how to pronounce the word "result" correctly. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent, namely in the form of a request. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class and emphasize students how to pronounce English correctly.

Datum 12

Professor Monty : perfect very good. Now let's look at this (share the screen on zoom) *so Julia do you want to read first ?(12)*

Julia : yes. Becky garden tomatoes peppers and…(reading)

The conversation was spoken by Professor Monty to his student, Julia. The teacher distributes a new reading text from the previous one and the above phenomena are included in the speech act of request. This is because the teacher asks the students to be willing to be the first text readers. Students understand the speech act of request meant by the teacher and begin to read the first paragraph of the text on the screen.

The italic utterance (12) is classified as an interrogative speech act of request because the teacher's intonation is a question to the students. The saying "*so Julia do you want to read first?"* is a form of interrogative speech act of request. This phenomenon is carried out by the teacher to make students active and participate in online EFL class learning. The meaning of the teacher's utterance wants his students to read the first paragraph of a text. The student understands the request from his teacher and reads the text to all who join zoom.

The italic utterance (12) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance means a request to the students to start reading the text on the screen that has been displayed by the teacher. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request to read the English text for all who join the online EFL class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 14

Professor Monty : *what does that mean gassy vegetables do you know ? (14.1)*

Julia : no

Professor Monty : *anyone do you know what that means ? The gassy vegetables what does that mean? (14.2)*

Julia : it reminds me "you're sopping bed".

The conversation above was conducted by Professor Monty and his student, Julia. After Julia finished reading a paragraph in a text, the teacher gave her a question. The word "you" spoken by the teacher refers to Julia. The teacher gave him a question whether Julia knew the meaning of "gassy vegetables". The question is not a question with the answer "yes I do" or "no I do not know", but the question has a speech act of request which means that the student has to think from the reading text what "gassy vegetables" means and explain it to a friend. Another friend in Julia's opinion. However, Julia did not know that the speech act of request made by the teacher to Julia was thrown at every student in the online EFL class. This is evidenced by the teacher's words "anyone do you know what that means?" the word anyone refers to other students who are expected to answer the teacher's request.

The italic utterance (14) is classified in the type of interrogative speech act of request because the intonation is in demand and contains the meaning of asking. The data already has the construction of a requesting sentence, without a context the data can be understood as a sentence that means a request. This is because the context in the sentence clearly indicates the meaning of the request. The context of the interaction above is understood as a request to speak and explain about "gassy vegetable". The saying "what does that mean gassy vegetables do you know ?" addressed to Julia and said "what does that mean gassy vegetables do you know ?" addressed to all students who join online EFL class.

The italic utterance (14.1) and (14.2) by the teacher using a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means

asking. The utterance means a request for students to think, practice speaking in English, and practice expressing opinions. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request for opinion and an active request in class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 10

Professor Monty : Drain yeah all right. Okay let's let's move on here. Who wants to. *Mary a joiner read first yeah!(10)*

The conversation was spoken by Professor Monty to all his students. But when he realized someone had just joined his zoom class. He pointed to the student to be asked to read the English reading text on the screen. The teacher performs a speech act of request to the students in the form of an exclamatory sentence.

The italic utterance (10) is classified as imperative speech act of request because the teacher uses command intonation. Command sentence is a characteristic of imperative speech act of request. The utterance "*Mary a joiner read first yeah*" is a teacher's request to students with imperative intonation. The teacher as the moderator in the class firmly appoints the students who have just joined to read the English reading text.

The italic utterance (10) by the teacher uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means news or

statements. Meanwhile, the utterance means a request to the students to start reading the text on the screen that has been displayed by the teacher. In the form of a declarative sentence, the meaning of the utterance displayed is different, that is, it means asking whether or not a request is willing or not. Therefore, the sentence that the teacher wants to convey is not in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 2

Rena : are you there was there was something *I wanted to hear you if you do not mind (2.1)* like and chances choose a local supplier and chances are you will receive like *I cannot get these structure. Are you will. (2.2)*

The conversation was spoken by one of the students named Rena. After Rena finished reading some paragraphs of the English reading text, she had some confusion. He wants to get understanding to his teacher by using the speech act of request. There is one sentence in the reading text that makes him confused about the structure of the English used.

The italic utterances (2.1) and (2.2) are classified in declarative speech acts of request because they use statement intonation. The phrase "*I wanted to hear you if you don't mind*" means that he wants to listen to his teacher's explanation regarding a sentence he doesn't understand. Rena confirmed her request by stating that she could not get an understanding of the sentence by saying the sentence "*I cannot get these structures. Are you will*".

The italic utterance (2.1) and (2.2) by a student named Rena, used an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the utterance means a request to the teacher to explain a structure that he does not understand. In the form of declarative sentences, the meaning of the utterances displayed is different, which means that students ask the teacher to explain what Rena does not understand. Therefore, the sentence that the student wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to ask and beg the teacher to speak and explain.

Datum 3

Rena : that you are to receive yes to be plus. I do not *I cannot at that point. (3)*

The conversation was carried out by a student named Rena during a question and answer discussion session. Previously he had a question regarding the sentence he was reading and he didn't understand the structure of the English language. This was answered and answered by her friend named Julia and she still didn't get the right answer. By stating that he had not gotten to the point Julia answered.

The italic utterance (3) is classified as a declarative speech act of request because the student's intonation is in the form of a statement. The expression *"I cannot at that point*." Is a declarative sentence in the form of a statement with the intention of asking for an explanation of what he is not understanding. These utterances lead to actions against the teacher in the form of explanations related to points that students do not understand.

The italic utterance (3) by a student named Rena, uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the utterance means a request to the teacher to explain a structure that he does not understand. In the form of declarative sentences, the meaning of the utterances displayed is different, which means that students ask the teacher to explain what Rena does not understand. Therefore, the sentence that the student wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to ask and beg the teacher to speak and explain.

Datum 5

Provessor Monty : Perfect perfect good um wait one second. Let me just sorry. *I just want to make sure everyone's okay and the breakout rooms what that need okay. (5)*

The conversation was carried out by Professor Monty during the division session of the English learning group via zoom. He wanted there to be student-to-student interaction in an online EFL class. Therefore, he made a request to his students to agree to be divided into several discussion groups.

The italic utterance (5) is classified as a declarative speech act of request because the intonation of the teacher to his students is a sentence in the form of a statement. He stated his request by expressing his wish that he wanted to make sure all his students were stable and ready for group discussion. The statement "*I just want to make sure everyone's okay and the breakout rooms what that need okay*" is a teacher statement for a request for attention to the students.

The italic utterance (5) by Professor Monty, uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the utterance means a request for students to focus on the teacher because he will divide his students into several discussion groups. In the form of declarative sentences, the meaning of the utterances displayed is different, which means asking the attention of all students. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to focus the attention of all students in the online EFL class.

Datum 13

Professor Monty : yeah something gass. in other words that makes you fart yeah exactly yeah gassy gassy if you say I'm I'm gassy I mean yeah it's a sort of polite way of saying that like you're farting you have to fart a lot right now yeah exactly all right especially a cabbage cauliflower they Brussels sprouts all of them yeah okay. *Julia you want to do the next one too. (13)*

The conversation was said by Professor Monty as a teacher in the question and answer session. He explained about the meaning of the word "gassy vegetable". The question came from a student named Julia, she is one of the active students in the class. Before the question session, students were asked to take turns reading the reading text that had been given by Professor Monty. Julia read the paragraph before the question and answer session. After the question and answer session ended, Julia was asked by

her teacher to read the next paragraph. This is done unlike the previous pattern. The teacher randomly asked Julia to read the next paragraph.

The italic utterance (13) is classified in the declarative speech act of request. This is because the data shown is a statement. Statement is one of the characteristics of the declarative speech act of request. Lexically, it means asking. It can be seen from the context that Professor Monty asks his student Julia to read the next paragraph for the second time.

The italic utterance (13) by the teacher uses an indirect speech act of request strategy. This is because of the words "Julia you want to do the next one too." using a declarative sentence structure which means news or statements. Meanwhile, the utterance means a request to the students to start reading the text on the screen that has been displayed by the teacher. In the form of a declarative sentence, the meaning of the utterance displayed is different, that is, it means asking whether or not a request is willing or not. Therefore, the sentence that the teacher wants to convey is not in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Video 2 : "Free English Lessons Online Speaking with Native Speakers"

Types			Strategies	
Interrogative Request	Imperative Request	Declarative Request	Direct	Indirect
7	3	6	8	8
Total=16				

Table speech acts of request from video 2

Online English learning video by Professor Monty is very challenging. This is because there are quizzes and discussions in it by a teacher who is a native speaker and students from various regions gather to learn English together. The video was uploaded to Professor Monty's youtube account named Languistics on April 10, 2021. The 36.15 minute video discusses articles in English. The teacher starts the class by showing some quizzes with 4 answers that must be chosen to fill in the right words. Where students are invited to discuss to understand the sentence and fill in the blank. From these interactions, it was found that there were many requests for speech acts that occurred between teachers and students.

Datum 1

Professor Monty : *what's the difference sort of in meaning between I need some help and I need help ?(1)*
Professor Monty : if you add some, if you respect them if you refer to a particular case you need some if you first in general you don't need some no uh yeah so so in reality there's not that big a difference. I want to point that out sometimes some is used sometimes it's not it's not clear really when it's used I need some help in my mind okay.

This conversation occurs in a question and answer session. After the question is raised on the screen, students are asked to answer the question and then start the

discussion. The question that arises is about filling in the blanks in a sentence. In this question the teacher finds the student saying "I have The Covid" then the teacher intends to justify the student's English sentence that the article "the" is not needed. After finishing explaining, the teacher asked the difference between "I need some help and I need help". After a while there was no response from the students who wanted to answer the question. Therefore, the teacher explains the difference between the two.

The italic utterance (1) is classified in interrogative speech acts when Professor Monty uses question intonation. The expression "what's the difference sort of in meaning between I need some help and I need help ?" is a question sentence seen in structure and meaning. The sentence is asked by the teacher to his students with the intention of asking students to voice their opinion. This is done by the teacher to find out how far his students understand English. Based on this data, no students respond to requests from the teacher. Student action who chose to remain silent caused the teacher to explain in detail the difference between "I need some help" and "I need help".

The italic utterance (1) by the teacher to all students using a direct speech act of request strategy. This is because it uses interrogative sentences which mean to ask. The utterance means a request for students to think and dare to voice their opinions in class. In the form of interrogative sentences, the utterances displayed also mean asking the difference between "I need some help" and "I need help". Therefore, the sentence that the teacher wants to convey is in accordance with the meaning to be conveyed. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 2

Professor Monty : *I want to point that out (2)*

The above conversation was conveyed by Professor Monty to all his students in the discussion session. Before he said the sentence, he gave one question to his students but no one could answer the question. Therefore he as a teacher said "I want to point that out" after realizing that his students did not understand the material he explained. The word "that" refers to the discussion of material regarding the use of "some" in English.

The italic utterance (2) is classified in the declarative speech act of request because it uses statement intonation. The utterance "I want to point that out" means that he wants to ask the attention of all his students in the class to listen to him because he will explain something that is considered important. The discussion is about the use of "some" in English. These utterances are the result of the students not being able to answer the teacher's questions. So that the utterance becomes a request because it has the intention to focus all students' attention on the teacher.

The italic utterance (2) by the teacher uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the utterance means a request for students to focus on the teacher because he will explain and show his students about material that they do not understand about the use of "some". In the form of declarative sentences, the meaning of the utterances displayed is even different, which means that it demands the attention

of all students. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to focus the attention of all students in the online EFL class.

Datum 3

Professor Monty : *do you understand that in a way ?(3.1)*

Mina : I got it yeah

Professor Monty : *what about this one ?(3.2)*

The conversation was conducted by Professor Monty and occurred during the quiz session. After he explained the important points related to the use of the article "the" and the different meanings of the word "some" in English. He asked all his students about his explanation just now. This is done to make sure everyone understands and nothing is missed before finally moving on to the next quiz question. After one of the students said "I got it yeah", the teacher assumed that the explanation was clear. After that he showed the next quiz question that was still relevant to his previous explanation. The question "what about this one?" referring to the quiz questions he just gave to his students.

The italic utterances (3.1) and (3.2) are classified as interrogative speech act of request when Professor Monty uses question intonation. The saying "do you understand that in a way ?" is a question sentence in terms of structure and meaning, the same as "what about this one?" which is a request sentence from the teacher to his students to answer the next quiz question. The sentence is asked by the teacher to his students with the intention of asking students to investigate students' understanding of the previous

teacher's explanation. This is done by the teacher to find out how far the students understand English. Based on these data, the students responds with the word "I got it" which means he is clear with the teacher's explanation, so the teacher continues his quiz by presenting other questions similar to his previous explanation.

The italic utterance (3.1) and (3.2) by the teacher to all students using a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. In harmony with his speech which contains the meaning of a request to his students. In the form of interrogative sentences, the utterances displayed also mean asking students' opinions "whether the teacher's explanation can be understood or not". So that the teacher will know what the next step will be. It's the same as saying "what about this one?" which is structurally an interrogative sentence and meaningfully contains a request in it. The request in question is a request for students to answer the next quiz. Therefore, the sentence that the teacher wants to convey is in accordance with the meaning to be conveyed as well. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 4

Professor Monty : it seems easy right but there are some complicated cases here that I wanted to point out. I'm gonna stop sharing my screen and what I'm gonna do now is I'm going to put you into groups okay and we're going to discuss some technology.

The conversation was carried out by Professor Monty when the quiz ended. He had finished at the end of the question on ten quiz questions about articles on English. The teacher thought that the quiz questions were a trap so he wanted to give more explanations regarding the "the" article to his students. Next is a discussion session that will be carried out in groups. The teacher divides the students into several discussion groups to discuss some technologies. The technology topic is determined by the teacher to limit the discussion so that it does not spread to other things.

The italic utterance (4) is classified as a declarative speech act of request because the intonation of the teacher to his students is a sentence in the form of a statement. He expressed his request by expressing his wish that he would like to provide an explanation of "the" article. In addition he stated that he would divide his students into several discussion groups. The saying "I wanted to point out. I'm gonna stop sharing my screen and what I'm gonna do now is I'm going to put you into groups" is the teacher's statement for a request for attention to the students.

The above utterance is carried out by the teacher using an indirect speech act of request strategy. This is because of the saying "I wanted to point out. I'm gonna stop sharing my screen and what I'm gonna do now is I'm going to put you into groups." using a declarative sentence structure which means news or statements. Meanwhile, the utterance means a request for attention to the students to be quiet and focus on the teacher because the teacher will give important points and will divide the students into several discussion groups. In the form of declarative sentences, the meaning of the utterances displayed is actually different, that is, it means a request to the students to

be quiet and listen to the teacher from a request. Therefore, the sentence that the teacher wants to convey is not in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to focus students' attention only on the teacher.

Datum 5

Professor Monty : let's talk about let's talk about cloning of pets. *Yeah what does cloning mean?* (5.1)
Student 1 : I have no idea.
Student 2 : *I know that! I know that word but it's really hard for me to describe it (5.1)*
Professor Monty : okay, let's say, yeah go ahead explain
Student 2 : okay um it's like a process of general generating it's like identical uh copy exactly for a cell or organism right
Professor Monty : Wow! you're very scientific more than I am for sure!

The conversation took place during a group discussion session. The teacher asks students to discuss about cloning of pets. At first the teacher asked the students what the word cloning meant. One of the students chose to be silent, there was a voice and said that he did not know about cloning pets. There were also students who knew but had difficulty expressing their knowledge in English. The teacher invites student 2 to explain what he knows. After the student explained the teacher praised him by saying "Wow! you're very scientific more than I am for sure!".

The italic utterance (5.1) uttered by the teacher is classified in the interrogative speech act of request because it uses question intonation. The questions asked by the teacher have the purpose of asking students to think and dare to have an opinion. Meanwhile, utterances (5.2) by students are classified in declarative speech act of

request because they use statement intonation. He expressed his request by expressing his wish that he wanted to voice his opinion on what he knew. The saying "I know that! I know that word but it's really hard for me to describe it" is a student statement for a request for help to the teacher. His teacher gave him the opportunity to speak and explain in a relaxed manner.

The italic utterance (5.1) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The saying "Yeah what does cloning mean?" means a request for students to think critically and learn to voice their opinions using English. In addition, the utterance is in the form of a teacher request for students to learn speaking and actively participate in discussions. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request for opinion and an active request in class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class and investigate students' understanding.

The italic utterance (5.2) by students using an indirect speech act of request strategy. This is because of the saying "I know that! I know that word but it's really hard for me to describe it" using declarative sentence structure which means news or statement. Meanwhile, the utterance means a request to his teacher to help him in explaining the meaning of "cloning pets". In the form of declarative sentences, the meaning of the utterances displayed is different, which means asking for permission to

answer questions but in English as best as possible. This can be seen from the students' utterances who said they had difficulty describing it. The sentence that the student wants to convey does not match the intended meaning. In addition, the speech act of request made by this student serves to ask for help and ask permission to answer questions.

Datum 6

Professor Monty : uh *Amira what are the alternatives you think ? Did you hear me ?* (6)

Amira : I'm sorry I cannot hear you clearly.

The conversation above was carried out by Professor Monty during the discussion session. The discussion this time comes to the dangers of cloning pets. Then the teacher asked a student named Amira to discuss alternatives to the dangers of cloning pets. Then there was a problem in their discussion. The teacher did not immediately get a response from Amira, she asked to make sure her voice was heard clearly by Amira. Amira responded rather slowly and said that she couldn't hear her teacher's voice clearly.

The italic utterance (6) is categorized in the interrogative speech act of request because the teacher and students use question intonation. The saying "Amira what are the alternatives you think ? Did you hear me ?" included in the interrogative sentence. This is because the sentence if interpreted has the meaning of a question and when viewed structurally this sentence is an interrogative sentence. The teacher says "what alternative do you think?" is an expression of request to the students. These utterances

are included in the speech act of request because there is a meaning of asking for opinions by the teacher to his students. Because there was no student response, the teacher said "Did you hear me?" to his students. This is a request for speech acts to get information on the clarity of the voice heard by students.

The italic utterance (6) by the teacher to Amira uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. In harmony with his speech which contains the meaning of a request to his students. In the form of interrogative sentences, the utterances displayed also mean asking students' opinions regarding alternatives to cloning pets. The saying "Amira what are the alternatives you think ? Did you hear me ?" Structurally it is an interrogative sentence and meaningfully contains a request in it. The request is in the form of asking for information related to the sound that is heard clearly or not so that there is repetition if it is not clear. Therefore, the sentence that the teacher wants to convey is in accordance with the meaning to be conveyed as well. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 7

Professor Monty : *Sandra what do you think about uh genetically modified crops ?(7)*

Sandra : oh I think they're bad for our health yeah not as the natural ones and they may harm our health and I don't think I don't encourage using them yeah doing them yeah okay

The conversation above is the words of Professor Monty during the discussion session. The speech was addressed to his student, Sandra. Professor Monty as a teacher is also a moderator during the discussion session. The teacher opened the discussion by asking Sandra about genetically modified crops. After that, this student named Sandra explained her opinion about what she knew.

The italic utterance (7) is classified in the type of interrogative speech act of request because the intonation is a request and contains the meaning of asking. The data already has a requesting sentence construction. Without context, the data can be understood as a sentence that means a request because the context in the sentence clearly shows the meaning of the request. The context of the above interaction is understood as a request to speak out and explain about "genetically modified crops". The saying "what do you think about uh genetically modified crops ?" addressed to Sandra at the start of the discussion.

The italic utterance (7) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The saying "what do you think about uh genetically modified crops ?" means a request for students to think, practice speaking in English, and practice expressing opinions. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request for opinion and an active request in class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 8

Professor Monty : *Do you think the government needs to put regulations in place to try to stop this(8)*

Sandra : yeah maybe but uh because some food needs to be modified for it to grow okay there's some food that takes longer time it takes longer time long enough to times to grow and uh maybe you can use modified uh communified them for they them to go.

The above conversation was conveyed by Professor Monty to his student named Sandra during the discussion session. "You" in the above question refers to Sandra's student who thinks that genetically modified crops are dangerous. The word this here refers to the topic of discussion, namely genetically modified crops. After that the students answered with their arguments and thoughts that maybe the government was involved in this for several reasons.

The italic utterance (8) is classified in the type of interrogative speech act of request because the intonation is a request and contains the meaning of asking. The data already has a requesting sentence construction. Without context, the data can be understood as a sentence that means a request because the context in the sentence clearly shows the meaning of the request. The context of the interaction above is understood as a request to speak out and explain "the government needs to put regulations in place to try to stop genetically modified crops". The phrase "what do you think about the government needs to put regulations in place to try to stop this?" is the teacher's request to Sandra to have an opinion and speak up in class

The italic utterance (8) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking.

The saying "the government needs to put regulations in place to try to stop this?" means a request for students to think, practice speaking in English, and practice expressing opinions. In the form of an interrogative sentence, the meaning of the utterance displayed also means a request for opinion and an active request in class. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 9

Professor Monty : what *do you think this is a hard question ?(9)*

The question was uttered by Professor Monty during the discussion session. The question arose because during the discussion session all the students were silent and did not answer the questions asked by the teacher. The questions asked were in the form of opinion questions, namely "what do you think is the greatest invention since 1950". Because there was no student response, the teacher asked a question in the form of "do you think this is a hard question?"

The italic utterance (9) is classified in the type of interrogative speech act of request because the intonation is in demand and contains the meaning of asking. The data already has a requesting sentence construction. Without context, the data can be understood as a sentence that means a request because the context in the sentence clearly shows the meaning of the request. The context in the interaction above is understood as a request to speak out regarding the discussion being discussed is too

difficult or not. The expression "what do you think this is a hard question?" This is a request from the teacher to all students to have an opinion and speak up in class.

The italic utterance (9) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means asking. The utterance "do you think this is a hard question?" means a request for students to honestly voice their opinions regarding the discussion being discussed, it is difficult or not for students to continue. In the form of interrogative sentences, the meaning of the utterances displayed also means asking students' opinions. The action of the student's response will affect the discussion that follows. Therefore, the sentence that the teacher wants to convey is in accordance with the speaker's intent. In addition, the speech act of request made by the teacher serves to request information from students for actions to be taken afterward.

Datum 10

Professor Monty : yeah what about you Sandra do you like to sing,
Come on sing something for us. (10)

The conversation above was spoken by Professor Monty in a discussion session with the topic of learning English through music. But before entering the discussion the teacher opened it with a question to a student named Sandra. This happened because Sandra said that she likes listening to music. The teacher asked Sandra to sing in front of the other classmates. However, the teacher's request was rejected by the students.

The italic utterance (10) is classified in the declarative speech act of request when the teacher says "Come on sing something for us.". This is because the statement contains a request intonation. The teacher's statement to Sandra was in the form of a request that she would sing in front of her friends. And liven up the EFL online class before the class ends.

The italic utterance (10) by the teacher uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means news or statements. Meanwhile, the utterance means a request for students to dare to sing in class in front of other friends. In the form of declarative sentences, the meaning of the utterances displayed is different, that is, it means a request for Sandra to sing. Therefore, the sentence that the teacher wants to convey is not in accordance with the meaning to be conveyed. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 11

Professor Monty : *Nelson you want to sing something for us ?(11)*

Nelson : uh no no it's better if I try on another day another day okay.

The conversation above was spoken by Professor Monty in a discussion session with the topic of learning English through music. But before entering the discussion the teacher opened it with a question to a student named Sandra. Because Sandra previously refused to be asked by her teacher to sing, the teacher asked another student, namely Nelson. The teacher asked Nelson to sing in front of the rest of the class.

However, the teacher's request was rejected by both students during this session, maybe in the next session.

The italic utterance (11) is classified in the interrogative speech act of request when the teacher says "Nelson you want to sing something for us?". This is because the teacher's utterance contains a request intonation. The teacher's sentence spoken to Nelson was a request that he would sing in front of his friends. And liven up the EFL online class before the class ends.

The italic utterance (11) by the teacher uses a direct speech act of request strategy. This is because it uses an interrogative sentence structure which means a question or request. In harmony with this utterance, it means a request for students to dare to sing in class in front of other friends. In the form of an interrogative sentence, the meaning of the utterance displayed is the same, which means a request for Nelson to sing. Therefore, the sentence that the teacher wants to convey is in accordance with the meaning to be conveyed. In addition, the speech act of request made by the teacher serves to encourage students to do something so that students are active in class.

Datum 12

Professor Monty *: I want you guys we're going to talk about a little bit about technology today.(12.1)*
Professor Monty : *I want you just to shout out the answer(12.2)*

The conversation above was spoken by Professor Monty to all his students during the discussion session. The utterance occurred when he changed the topic of the previous discussion which discussed cloning pets. Professor Monty as a teacher as well

as a moderator during the discussion gave an opening and direction to his students for what to do during the discussion.

The italic utterance (12.1) and (12.2) are classified in the declarative speech act of request because the intonation of the teacher to the students is a sentence in the form of a statement. He expressed his request by expressing his wish that he would like this discussion to be about the topic of technology. In addition, he also wants his students to directly shout the answer without being complicated. The saying "I want you guys we're going to talk about a little bit about technology today." And "I want you just to shout out the answer" is the teacher's statement for a request to the students regarding instructions during the discussion.

The italic utterance (12.1) and (12.2) by Professor Monty, using an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While utterances (12.1) and (12.2) mean a request to students to give emphasis and direction to their students regarding discussions about technology. In the form of declarative sentences, the meaning of the utterances displayed is different, that is, it means the request for rules during the discussion. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to focus students' attention and instruct the rules during discussions in online EFL classes.

Datum 13

Professor Monty : *We ask you to finish these sentences. (13)*

The conversation above was spoken by Professor Monty to all his students during the quiz session. The teacher displays a sharescreen on zoom to show his students the quiz questions he has. After the question appears, students are asked to answer it immediately. This quiz is about who can answer quickly. In the quiz there are sentences that are not complete, the student's task is to complete them.

The italic utterance (13) is classified as a declarative speech act of request because the intonation of request by the teacher to his students is a sentence in the form of a statement. He stated his request by expressing his wish that he wanted after the quiz questions appeared the students answered them immediately. This quiz is a sentence that is not complete and students are asked to complete the sentence so that it becomes a complete sentence. The saying "We ask you to finish these sentences." It is a request in the form of a statement from the teacher to all his students. The word "you" here is a reference for all students who take online EFL classes.

The italic utterance (13) by Professor Monty, uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the utterance "We ask you to finish these sentences" means a request to students to provide direction to their students regarding how to complete the quiz. In the form of a declarative sentence, the meaning of the utterance displayed is different, which means a request to complete the sentence on the quiz question into a complete sentence. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to

emphasize and instruct the rules when answering quiz questions in the online EFL class.

Datum 14

Professor Monty : *I put some links in the in the chat so go subscribe to youtube go check out my website,(14)* because you saw all the great stuff on the website go into a course on the website uh go try it it's all free stuff so um enjoy and uh yeah have a great day.

The conversation above was spoken by Professor Monty to all his students at the end of the quiz session. He told all his students that he had included a link that could be accessed by all his students. The link is in the form of an English course that is sheltered by Professor Monty himself. In addition, he asked his students to check his website and support his YouTube channel by subscribing to the YouTube channel.

The italic utterance (14) is classified as a declarative speech act of request because the intonation of the teacher to his students is a sentence in the form of a statement. He stated his request by expressing his wish that he wanted his students to support his youtube channel by subscribing to his youtube channel. In addition, he also provided a link in the chat column to connect to his website about English courses. The saying "I put some links in the in the chat so go subscribe to youtube go check out my website." It is a request in the form of a statement from the teacher to all his students.

The italic utterance (14) by Professor Monty, uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. Meanwhile, the phrase "I put some links in the in the chat so go

subscribe to youtube go check out my website" means a request for students to provide support in the form of subscribing and visiting their website which contains English courses. In the form of a declarative sentence, the meaning of the utterance displayed is different, which means a request to go to Professor Monty's website and subscribe to his YouTube account as well. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to plead, invite, and encourage students to do something to Professor Monty.

Datum 15

Professor Monty :*I want you to appreciate you so much. (15)*

The conversation above was spoken by Professor Monty to all his students at the closing session of the online EFL class learning. He asked all his students to respect each other. This is assumed because the learning class has ended and from the first material session, discussion, until the quiz session the students were able to pass together. In addition, Professor Monty also thanked all the students who joined the EFL English class.

The italic utterance (15) is classified as a declarative speech act of request because the intonation of the teacher to the students is a sentence in the form of a statement. He expressed his request by expressing his wish that he wanted his students to appreciate each other. The statement "I want you to appreciate you so much" is a request in the form of a statement from the teacher to all students to be proud of themselves.

The italic utterance (15) by Professor Monty uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the phrase "I want you to appreciate you so much" means a request to students to provide support in the form of appreciation for each other. In the form of declarative sentences, the meaning of the utterances displayed is different, that is, it means a request for students not to forget to give even the slightest appreciation to themselves. Therefore, the sentence that the teacher wants to convey is not in accordance with the intended meaning. In addition, this speech act of request serves to ask and encourage students to always appreciate themselves.

Datum 16

Mina : *You can give us tips for to improving our speaking skills. (16)*
Professor Monty : but it's I know it's gonna cut out the zoom.

The conversation took place between a student named Mina and Professor Monty at the closing session. He asked his teacher for tips on how to improve his English speaking skills. However, because the student asked the question at the end of the online EFL class, the teacher could not tell him. This is because learning media such as zoom have a time limit for use.

The italic utterance (16) is classified as a declarative speech act of request because Mina's intonation to Professor Monty is a sentence in the form of a statement. He expressed his request by expressing his wish that he wanted his teacher to give him tips on improving his English speaking skills. The saying "You can give us tips for to

improving our speaking skills." is a request in the form of student statements to the teacher to share several ways to be proficient in speaking English.

The italic utterance (16) by Mina to her teacher uses an indirect speech act of request strategy. This is because it uses a declarative sentence structure which means a statement or news. While the phrase "You can give us tips for improving our speaking skills" means a request to the teacher to give him tips on proficient in speaking English. Judging from the context, the teacher does not intend to share tips on speaking English. So the utterance is interpreted as a request. In the form of declarative sentences, the meaning of the utterances displayed is different, which means a request for the teacher to give tips on how to improve speaking skills. Therefore, the sentence that the student named Mina wanted to convey was not in accordance with the intended meaning. In addition, this request for speech acts serves to ask and beg the teacher for tips on speaking fluently in English.

B. Discussion

In the interaction of teachers and students in EFL online classes, teachers have patterns in the learning process. This pattern is that the teacher usually raises the type of interrogative speech act of request to his students. Based on the data that has been found, 14 utterances of teachers perform the interrogative speech act of request type. Aside from the fact that questions are considered a polite way of asking, the teacher does it because he wants to get student answers which eventually make the student speak to practice his English speaking. This is in accordance with research by Qomariyah (2017), speech acts in the form of interrogative sentences intend to ask

other people to do something in the form of information, so that their function is to convince themselves. Based on Yule's theory (1996) that a speech act in the form of a question can actually mean a question or a request, depending on the context.

The speech act of direct requests is not difficult for students to understand so that teachers use this strategy more often. So that in the learning process students understand the points that the teacher wants. Direct speech act of request mostly used by the teacher in the learning process in the EFL class with Professor Monty. There are twenty one speech act of request that use directive strategies. Based on Yule's theory, this direct strategy is an utterance that corresponds to the true meaning. In the online EFL class with Professor Monty, more teachers use this strategy. In the first and second videos the teacher often performs speech acts of requests to his students during discussion and quiz sessions. Furthermore, the data shows that there are 21 speech acts of request by the teacher directly to the students. As research by Alzeebaree & Yavuz (2017), teachers mostly use the direct speech act of request strategies because they are easily understood by students whose first language is not English.

Meanwhile, indirect speech acts of request are rarely found in teacher-student interactions in online EFL classes. The researcher only found nine speech act of request that used the indirect strategy. Some indirect requests are made by the teacher. For example, when the teacher asks students to actively voice their ideas in class. This strategy is widely used during material presentation sessions and quiz sessions. In the material presentation session, the teacher uses indirect speech acts of request because he wants to draw attention to certain information, explain important points again, and

make sure the students understand. While the quiz sessions, were done indirectly by the students because they didn't understand what the quiz questions meant and asked for more explanations. Students do this because teachers have the power to refuse them. Another reason is that students make requests to teachers who they see as older, intelligent, and more senior, so they think it's more appropriate to ask politely.

The first discovery about speech act of request in the video "Free English Lesson with My Online Students | Zoom April 2, 2020" there are 14 speech act of request. The speech act of this request was carried out by the teacher as many as nine speech acts. While students found only five requests speech acts. In the second findings about the speech act of request in the video "Free English Lessons Online Speaking with Native Speakers". There are sixteen requests speech acts in the second video. Sixteen speech acts of requests were carried out by the teacher and two speech acts of requests were carried out by students. All these speech acts have been described in the invention. This study uses Yule's (1996) speech act theory by classifying requests into three types. The three types are interrogative speech act of request, imperative speech act of request, and declarative speech act of request.

In interrogative speech act of request, the researcher found sixteen utterances containing speech acts of request. Nine speech acts of request in the first video and seven utterances in the second video. This type of speech occurs a lot during the learning process of online EFL classes, both in material sessions, discussion sessions, quiz sessions and closing sessions. The interrogative speech act of request here is

widely used by teachers to get their students to answer questions in English so that learning speaking here is more often practiced.

In imperative speech act of request, the researcher found only four utterances that contain speech act of request. One utterance of a speech act of request in the first video and three utterances in the second video. This type of utterance occurs a little during the online EFL class learning process, both during material sessions, discussion sessions, quiz sessions and closing sessions. The imperative speech act of request here is defined as a sentence or clause that has the meaning of asking in the form of an order. The command form has the characteristics of an exclamation point and firm intonation in the form of an order.

In declarative speech act of request, the researcher found ten utterances that contain requests speech acts. Four utterances of speech act of request in the first video and six utterances in the second video. This type of utterance often occurs during the learning process of online EFL classes, both during material sessions, discussion sessions, quiz sessions and closing sessions. The declarative speech act of request here is defined as a sentence or clause that has the meaning of asking in the form of a statement. The form of a statement has the characteristics of ending with a period, intonation in the form of news and a declarative structure.

The researcher found different results from previous studies. The results of previous studies found that direct speech acts of request strategies were not found in many teachers and students in EFL classes. Research by Prihatin & Aflahatun (2020) and Situmorang (2022) shows that the indirect speech act of the request strategy is the

most frequently occurring speech act of the request strategy. This is influenced by background, culture and age differences. Where students indirectly make requests to other students and to the teacher to look polite. However, the language used is verbose to mask the intent of the request. While this finding is similar to the results of research by Alzeebaree & Yavuz (2017) that the speech acts of requests by teachers and students in EFL classes most often use direct request speech acts strategies. The language used more often uses the word "can/could you" to start a request. This is done by the teacher to his students to make it easier for students to catch the teacher's request.

In conclusion, thirty request utterances were discovered in recorded videos of online EFL learning courses with Professor Monty. There are three types of request speech acts in the two videos. The interrogative type is the most common because the function of the request is in the form of a question, causing the class to become more interactive. Meanwhile, the teacher's strategy for online EFL class students mostly used direct speech acts of requests rather than indirect speech acts of requests. Because the EFL class is filled with several foreign students who interact with each other in online EFL classes, the teacher conducts a speech act of request directly to his students to minimize ambiguity or miscommunication. Meanwhile, because attending offline class directly would be very face-threatening (Prihatin & Alahatun, 2020), students employ the speech act of request more indirectly. This is in contrast to an online class, which has an on/off camera feature. This feature is used by students to cover up their identity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the overall conclusion from the result of the research that are from the findings and the discussion in the previous chapter. The researcher also provide the suggestion for further research.

A. Conclusion

Youtube is a platform for storing, watching and sharing videos. One of them is the "Languistic" YouTube channel which shares zoom videos of its learning with online EFL class students. From the two videos that have been analyzed, it is found that there are types of speech act of request using Yule's (1996) theory. The interaction between teachers and students in online EFL classes uses three types of Speech acts of request. Interrogative speech act of request appears most often, then declarative speech act of request, and imperative speech act of request. Teachers were found to use more frequently the type of interrogative speech act of request because students have an obligation to answer a question in class. The speech act of request strategy that is most often carried out by teachers is direct speech act of request. This is because the students come from various countries and to make it easier for students to understand the meaning of the teacher's request. This proves that everyone has a different way of making requests. Likewise with the teacher, he uses a speech act of request to make the process of learning English in the classroom more interactive. Therefore, the speech act of request here functions as an expression of information, requests for student action, questions, and requests for student attention.

B. Suggestion

In suggestion for the next study, this thesis can be used for other researcher as an additional reference to read and example about the research in pragmatics field. As a suggestion for further research, this thesis can be used for other researcher as an additional reference for reading and examples of research in the field of pragmatics. Researcher in this study analyzed the speech act of request in terms of types and strategies by teachers and students in online class EFL. Other studies might be able to make other interesting research by finding new object data such as learning interactions through other social media (Instagram, Twitter, and TikTok).

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CURRUCULUM VITAE

Ivo Puspita Sari was born in Malang on December 18, 1999. She graduated from SMAN 1 Dampit in 2018. During her high school education, she actively participated in scout and cullinary art. She also received many achievements from several art competitions and economic olympiad. She started her higher education in 2018 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2022. During her study in University, she joined HMJ (Himpunan Mahasiswa Jurusan) and got a lot of experience in that organization.

APPENDIX

Video 1 : "Free English Lesson with My Online Students | Zoom April 2, 2020"

Link : https://youtu.be/bRrurCh4Wf0

Video 2 : "Free English Lessons Online Speaking with Native Speakers"

Link : https://youtu.be/7b7j1ieT8QE

Tabel Viedo 1

"Free English Lesson with My Online Students | Zoom April 2, 2020"

Number data	Teacher	Types			Student	Types			Strategies	
		Interrogative Request	Imperative Request	Declarative Request		Interrogative Request	Imperative Request	Declarative Request	Direct	Indirect
1.	Professor Monty : okay sure okay perfect so let's read this okay together here we go okay so let's go Rena do you want to start reading (1) ? Rena : Sure yeah, sunshine and longer days are … (reading a text). Should I continue?	✓							✓	
2					Rena : are you there was there was something I wanted to hear you if you do not mind like and chances choose a local supplier and chances are you will receive like I cannot get these			✓		✓

#										
					structure are you will					
3					Rena : that you are to receive yes to be plus will I do not I cannot at that point			✓		✓
4.					Professor Monty : yeah that's an expression good good question good question um you have any questions Julia? Julia : no sir so you repeat the word could you repeat the word that you used for the salad lettuce (4)? Professor Monty : salad lettuce Rena : L-E-T-T-U-C-E	✓			✓	
5.	Professor Monty : Perfect perfect good um wait one second. Let me just sorry. I just want to make sure everyone's okay and the			✓						✓

#											
	breakout rooms what that need okay. (5)										
6.					Professor Monty : perfect perfect good um wait one second let me just sorry I just want to make sure everyone's okay and the breakout rooms what that need okay Isadora : okay no problem I'm sorry okay yes my love my phone yeah all right are we good *can you hear Julia (6)* ? Julia : yes	✓				✓	
7.	Professor Monty : okay you have two things open. Can you close one of them ?(7) yeah perfect okay do you want to read for us?	✓								✓	✓
8.1	Professor Monty : yeah do you want to read for us here yeah can you see my screen can you see right now	✓								✓	✓

No.	Text								
8.2					Isadora : hello can you hear me ?	✓			✓
8.3	Professor Monty : yes yes okay yes yes can you see the screen yes okay do you want to read for us go ahead	✓							✓
9.	Professor Monty : good what does this mean "..in a solution of one part ammonia to ten parts tap water" what do you think guys?"(9.1) Julia : it's like how much quantity yeah. Professor Monty : Good. So one part versus ten parts right, so do you have more ammonia or more water. Yes perfect perfect. Okay Rena do you want to do the next paragraph ?(9.2)	✓							✓
10.	Professor Monty : Drain yeah all right. Okay let's let's move on here. Who wants to. Mary a joiner read first yeah!(10)		✓						✓
11	Professor Monty : . Drizzle do you want to read for us ? here. is she with us ?	✓							✓

#										
	Drizzle : okay (reading) if you are inclined to make your own seeding medium, mix equal parts of clean sand, peat moss and potting soil together. we always add one part worm castings to 10 parts soil for best results. Professor Monty : it's very good. "results" (correcting) Drizzle : ohh results										
12.	Professor Monty : perfect very good. Now let's look at this (share the screen on zoom) *so Julia do you want to read first ?(12)*	✓								✓	
13.	Professor Monty : yeah something gass. in other words that makes you fart yeah exactly yeah gassy gassy if you say I'm I'm gassy I mean yeah it's a sort of polite way of saying that like you're farting you have to fart a lot right now yeah exactly all right especially a cabbage cauliflower they Brussels sprouts all of them yeah okay.			✓						✓	

	Julia you want to do the next one too. (13)										
14.	Professor Monty : *what does that mean gassy vegetables do you know ? (14.1)* Julia : no Professor Monty : *anyone do you know what that means ? The gassy vegetables what does that mean? (14.2)* Julia : it reminds me "you're sopping bed".	✓								✓	

Interrogative = 9 imperative = 1 declarative = 4

Tabel Video 2

"Free English Lessons Online Speaking with Native Speakers"

Number data	Teacher	Types			Student	Types			Strategies	
		Interrogative Request	Imperative Request	Declarative Request		Interrogative Request	Imperative Request	Declarative Request	Direct	Indirect
1	Professor Monty : what's the difference sort of in meaning between i need some help and i need help ? (no one answer) Professor Monty : if you add some, if you respect them if you refer to a particular case you need some if you first in general you don't need some no uh yeah so so in reality there's not that big a difference. I want to point that out sometimes some is used sometimes it's not it's not clear really when it's used i need some help in my mind okay	✓							✓	
2	I want to point that out			✓						✓
3	Do you understand that in a way ?	✓							✓	

#		C1	C2	C3		C5	C6	C7	C8	C9
4	it seems easy right but there are some complicated cases here that i wanted to point out			✓						✓
5					do you use a lot of technology in your teaching ? what do you think about cloning?	✓				✓
6	uh amira what are the alternatives you think did you hear me i'm sorry I cannot hear you clearly	✓							✓	
7	Sandra what do you think about uh genetically modified crops ?	✓							✓	
8	Do you think the government needs to put regulations in place to try to stop this	✓							✓	
9	What do you think this is a hard question	✓								✓
10	Yeah what about you sandra do you like to sing, come on sing something for us	✓								✓
11	Nelson you want to sing something for us uh no no it's better if i let's try on another day another day okay		✓							✓

12	I want you guys we're going to talk. I want you just to shout out the answer.			✓						✓
13	We ask you to finish these sentences		✓						✓	
14	I put some links in the in the chat so go subscribe to youtube go check out my website		✓							✓
15	I want you to appreciate you so much			✓					✓	
16				✓	you can give us tips for um to improving our speaking skills					✓

Interrogative = 7 imperative = 3 declarative = 6