
ILLOCUTIONARY ACTS ANALYSIS ON SHORT STORY ENTITLED Mr. KNOW ALL

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Abstract

In everyday conversation, while producing utterances people also perform actions via those utterances. This phenomenon not only occurs in real-life conversations but also can occur in a dialogue of a short story. The present study was conducted to analyze illocutionary acts in a short story dialogue entitled *Mr. Know All* written by Somerset Maugham. The type of this research was descriptive qualitative research. The data were the utterances produced by the characters in the story. The analysis of the data was based on the theory of illocutionary acts proposed by Searle (1979). The result indicated that the characters performed five types of illocutionary acts in the dialogues; they are assertive, directive, commissive, expressive, and declarations. The most frequent illocutionary acts performed in the dialogues were expressive.

Keywords: Illocutionary Acts, Short Story, Mr. Know All

INTRODUCTION

Grammar is one of the parts of the language features. Ariza (2022, p. 1) identified that teaching grammar in high school experiences problems. In her study, she found that the teacher did not have enough knowledge to teach grammar using the newest curriculum, independent curriculum. Besides, grammar is considered an integral part of learning a language. When students learn a language, they should learn the grammatical rules to raise their grammatical competence. Grammatical competence is the ability to apply the grammar rules to understand a message and to be understood when sending the message. This competence is very essential because without understanding the grammatical rules, learners will not be able to use English correctly because they are only at the vocabulary words level (Wong & Marlys, 2012, p. 63). As a result, teaching grammar is very useful for the students. Regarding an independent curriculum that implements communicative competence, the teaching of grammar should follow the rule of communicative competence.

Pragmatics is a part of linguistics that deals with language use. Then, speech acts are also a part of linguistics, but they deal with any act of uttering meaningful words. By using speech acts, people can make interlocutors to do something. Therefore, it is important for people, as interlocutors, to understand what the speakers said to avoid unwanted acts later.

Austin in Thomas (1995:49) made a three-fold distinction of acts namely locution (the actual words uttered), illocution (the force or intention behind the words), and perlocution (the effect of the illocution on the hearer). Meanwhile, Searle (1979) proposed basic categories of illocutionary acts namely assertive, directive, commissive, expressive, and declarations.

Regarding the complexity of illocutionary acts, this study was intended to recognize the type of illocutionary acts performed by the characters and to analyze

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the general function of illocutionary acts in the short story entitled *Mr. Know All*. The analysis was based on the categories of illocutionary acts proposed by Searle (1979).

According to Levinson (1983) in uttering sentences, one is also doing things. Meanwhile, Austin originally (1960) in Thomas (1995) used the term speech act to refer to an utterance and the total situation in which the utterance is issued. Then, Yule (1996) points out that actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request.

Austin (1962) in Levinson (1983) isolates three basic senses saying something is doing something, and hence three kinds of acts that are simultaneously performed:

1. Locutionary act: the utterance of a sentence with determined sense and reference
2. Illocutionary act: the making of a statement, offer, promise, etc. in uttering a sentence, by the conventional force associated with it (or with its explicit performative paraphrase
3. Perlocutionary act: the bringing about of effects on the audience utilizing uttering the sentence, such effects being special to the circumstances of utterance.

Searle (1979) proposed five basic categories of illocutionary acts:

1. Assertive

The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition. All of the members of the assertive class are assessable on the dimension of assessment which includes true and false. The

simplest test of an assertive is this: can you characterize it as true or false? Verbs denoting members of this class are boast, complain, conclude, and deduce.

2. Directives

The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something. They may be very modest ‘attempts’ as when the speaker invites the hearer to do it or suggests that the hearer does it, or they may be very fierce attempts as when the speaker insists that the hearer does it. Verbs denoting members of this class are ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, and advise.

3. Commissions

Commissions are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action and to try to get the hearer to do something. To assimilate the two categories, one would have to show that promises are a species of requests to oneself alternatively one would have to show that requests placed the hearer under an obligation. Verbs denoting members of this class are promises, plans, vows, threats, offers, refusals, and pledges.

4. Expressives

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the proposition content. In performing an expressive, the speaker is neither trying to get the world to match the words nor the words to match the world, rather the truth of the expressed proposition is presupposed. The paradigms of

expressive verbs are thank, congratulate, apologize, condole, deplore, and welcome.

5. Declarations

It is a defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world: If I successfully perform the act of appointing you chairman, then you are chairman; if I successfully perform the act of nominating you as candidate, then you are a candidate; if I successfully perform act of declaring a state of war, then war is on; if I successfully perform the act of marrying you, then you are married. Declarations bring about some alternation in the status or condition of the referred object solely because the declaration has been successfully performed. Verbs denoting members of this class are declare, pronounce, claim, and assert.

LITERATURE REVIEW

Mr. Know All Short Story

1. The Characters:

- a. The major characters: Mr. Max Kelada and the narrator
- b. The minor characters: Mr. and Mrs. Ramsay

2. The settings

a. Time

The story happened in a short time after World War I.

b. Place

The story takes place on a ship in International Waters. The journey was from San Francisco to Yokohama, Japan on the Pacific Ocean which took 14

days. The ship became the symbol of the world with people who were prejudiced and even racists.

3. The Story

Mr. Know All is a story with a moral lesson. The subject was simple. A rich British merchant of oriental origin, Mr. Max Kelada, met a group of Westerners on a ship sailing across the Pacific Ocean. His cabin mate, a British citizen who was the nameless narrator of the story, disliked Mr. Kelada even before he saw him. However, at the end of the story, Mr. Kelada proves to be a real gentleman when he sacrifices his pride and reputation to save an American lady's marriage. As a result, he earned the respect of the narrative.

4. Crisis and Turning Point of The Story

The cultured pearls topic was the crisis of the story. The heated argument between Mr. Ramsay and Mr. Kelada revealed their true characters. Mr. Ramsay appeared to be the prejudiced person who did his best to have a fling at the Laventine. Mrs. Ramsay's character was also revealed as being insincere in her relationship with her husband, whom she had been deceiving. When she was alone in New York for a year, she probably had a lover who gave her the expensive pearls. Nevertheless, she had the decency to secretly return to Mr. Kelada his lost money. Mr. Kelada, who had been considered a pushy, inconsiderate, and vulgar person, turned out to be a real gentleman who saved Mrs. Ramsay's marriage. The narrator also changed. When he realized that Mr. Kelada behaved considerately with Mrs. Ramsay, suddenly he became aware that it was not the right way to judge people.

5. The Moral Lesson

The story shows that the first impression is often misleading and the appearances are sometimes deceptive. Mr. Kelada who was described as a

disgusting person who showed off all the time and knew everything better than others, was in reality a sensitive, brave gentleman who would not hurt others. On the other hand, Mrs. Ramsay, whose modesty and good qualities no one questions, had been unfaithful to her husband. Therefore, the saying Don't judge a book by its cover is relevant here. Rather than judging a person by his looks, color, or origin, we should observe his behavior and reactions in difficult situations.

RESEARCH METHOD

In this study, qualitative research was used as the research design. The reasons were this study is intended to describe the teacher's understanding of language features in a genre-based approach, to describe the teaching of language features through the implementation of a genre-based approach conducted by the teacher, and to explain how the tasks assigned by the teacher are structured in the teaching of language features through the genre-based approach.

This study used descriptive qualitative research. The data of this study were taken from the dialogs found in the short story entitled *Mr. Know All*. In collecting the data, the writer used the observation method. There were several steps used by the writer in collecting data, namely:

1. Browsing the short story from the internet
2. Reading the short story intensively
3. Recognizing the illocutionary acts performed by the characters
4. Making a list of illocutionary acts
5. Classifying the illocutionary acts based on Searle's categories
6. Analyzing the general functions of illocutionary acts

The analysis of the data in this research was based on the types of

illocutionary acts proposed by Searle (1979).

RESULTS AND DISCUSSION

The findings of the research and discussion are presented in the table below. The table will show the type of illocutionary acts types found in the short story and the general function of each illocutionary act.

Dialog 1

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
" <i>I am Mr. Kelada</i> ," he added, with a smile that showed a row of flashing teeth, and sat down. "Oh, yes, we're sharing a cabin, I think."	Type: Assertive It is appeared when the speaker introduced himself to the narrator that his name is Mr. Kelada. He said, " <i>I am Mr. Kelada</i> ".	The general function of this kind of illocutionary act is that the speaker wanted to tell something true to the narrator. That is about his name.

Dialog 2

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
" <i>Bit of luck</i> , I call it. You never know who you're going to be put in with. <i>I was jolly glad</i> when I heard you were English. I'm all for us English sticking together when we're abroad if you understand what I mean." Type: Expressive It is presented when the speaker said <i>Bit of luck</i> and <i>I was jolly glad</i> . I blinked.	The general function of this kind of illocutionary act is to show that the speaker felt pleasure after knowing that the narrator was in the same cabin with him. Here, the phrases uttered reflect the gratifying of the speaker.	

Dialog 3

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"<i>What will you have?</i>" he asked me.</p> <p>I looked at him doubtfully. Prohibition was in force and to all appearances the ship was bone dry. When I am not thirsty. I do not know which I dislike more, ginger ale or lemon squash. But Mr. Kelada flashed an oriental smile at me.</p> <p>"<i>Whiskey and soda or a dry martini, you have only to say the word.</i>" From each of his hip pockets, he fished a flask and laid it on the table before me. I chose the martini, and calling the steward he ordered a tumbler of ice and a couple of glasses.</p>	<p>Type: Directive</p> <p>It appeared when the speaker asked <i>What will you have Whiskey and soda or a dry martini, you have only to say the word.</i></p>	<p>The general function of this kind of illocutionary act is <i>to ask what kind of drink the narrator wants and offer the kind of drink to the narrator.</i> Then the narrator chose the martini.</p>

Dialog 4

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"<i>A very good cocktail,</i>" I said.</p> <p>"Well, there are plenty more where that came from, and if you've got any friends on board, you tell them you've got a pal who's got all the liquor in the world."</p>	<p>Type: Expressive</p> <p>It appears in the phrase <i>a very good cocktail.</i></p>	<p>The general function of this kind of illocutionary act is <i>to show that the speaker liked the drink offered by Mr. Kelada.</i></p>

Dialog 5

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
"Do you like card tricks?" "No, <i>I hate card tricks</i> ," I answered.	Type: Expressive It is presented in the sentence <i>I hate card tricks</i> .	The general function of this kind of illocutionary act is <i>to show that the speaker did not like the card tricks performed by Mr. Kelada</i> when playing cards with the speaker.

Dialog 6

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
"Well, I ought to know what I am talking about. I'm going to Japan just to look into this Japanese pearl business. I'm in the trade and there's not a man in it who won't tell you that what I say about pearls goes. <i>I know all the best pearls in the world, and what I don't know about pearls isn't worth knowing.</i> " Here was news for us, for Mr. Kelada, with all his loquacity, had never told anyone what his business was. We only knew vaguely that he was going to Japan on some commercial errand. He looked around the table triumphantly. "They'll never be able to get a cultured pearl that an expert like me can't tell with half an eye." He pointed to a chain that Mrs. Ramsay wore. "You take my word for it, Mrs. Ramsay, that chain you're wearing will never be worth a cent less than it is now."	Type: Expressive It appears in the sentence <i>I know all the best pearls in the world and what I don't know about pearls isn't worth knowing</i> .	The general function of this kind of illocutionary act is <i>to express that as if the speaker knows everything about pearls</i> .

Dialog 7

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"You'll be surprised to hear that Mrs. Ramsay bought that string at a department store the day we left New York, for eighteen dollars." Mr. Kelada flushed. <i>'Rot. It's not only real, but it's as fine a string for its size as I've ever seen.'</i>"</p>	<p>Type: Assertion It is presented in the sentence <i>Rot. It's not only real, but it's as fine a string for its size as I've ever seen.</i>"</p>	<p>The general function of this illocutionary act is <i>to assert that Mrs. Ramsay's pearl is real.</i></p>

Dialog 8

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"Will you bet on it? <i>I'll bet you a hundred dollars it's imitation.</i>" "Done."</p>	<p>Type: Commissive It appears in the sentence <i>I'll bet you a hundred dollars it's imitation.</i></p>	<p>The general function of this kind of illocutionary act is <i>to make sure Mr. Kelada that Mrs. Ramsay's pearl is imitation</i> and he, Mr. Ramsay, would bet a hundred dollars for it. Mr. Kelada agreed.</p>

Dialog 9

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"<i>Oh, Elmer, you can't bet on a certainty,</i>" said Mrs. Ramsay. She had a little smile on her face and her tone was generally deprecating. "Can't I? If I get a chance of easy money like that, I should be all sorts of a fool to take it." "But how can it be proved?" she continued. "Only my</p>	<p>Type: Directive It is presented in the sentence <i>Oh, Elmer, you can't bet on a certainty.</i></p>	<p>The general function of this kind of illocutionary act is <i>to beg Mr. Ramsay not to bet a hundred dollars to prove that the pearl is origin or imitation.</i> Mrs. Ramsay knew that the pearl was the origin and she</p>

Dialog 10

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
"Let me look at the chain, and if it's imitation I'll tell you quickly enough. I can afford to lose a hundred dollars," said Mr. Kelada. "Take it off, dear. Let the gentleman look at it as much as he wants."	Type: Directive It is presented in the sentence Take it off, dear. Let the gentleman look at it as much as he wants.	The general function of this kind of illocutionary act is to order Mrs. Ramsay to show the pearl to Mr. Kelada is to be examined.

Dialog 11

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
"I can't undo it," she said. "Mr. Kelada will just have to take my word for it." I had a sudden suspicion that something unfortunate was about to occur, but I could think of nothing to say. Ramsay jumped up. "I'll undo it." He handed the chain to Mr. Kelada.	Type: <i>Commission</i> It is presented in the sentence I can't undo it," she said. "Mr. Kelada will just have to take my word for it. Second, the researcher found a declaration illocutionary act. It appears in the sentence I'll undo it.	The general function of this kind of illocutionary act is to refuse the previous order. Here, Mrs. Ramsay refused her husband's order to give the pearl to Mr. Kelada is to be examined. Second, the general function is to assert that Mrs. Ramsay finally gave his wife's pearls to Mr. Kelada is to be examined

Dialog 12

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p><i>"I was mistaken," he said.</i></p> <p><i>"It's a very good imitation, but of course as soon as I looked through my glass, I saw that it wasn't real.</i> I think eighteen dollars is just about as much as the damned thing's worth."</p> <p>He took out his pocketbook and from it a hundred-dollar bill. He handed it to Ramsay without a word.</p> <p><i>"Perhaps that'll teach you not to be so cocksure another time, my young friend,"</i> said Ramsay as he took the note.</p>	<p>Type: Expressive and Commission</p> <p>The former is presented in the sentence <i>"I was mistaken," he said.</i></p> <p><i>"It's a very good imitation, but of course as soon as I looked through my glass, I saw that it wasn't real.</i></p> <p>Meanwhile, the latter speech act appears in the sentence <i>Perhaps that'll teach you not to be so cocksure another time, my young friend</i></p>	<p>The general function of this kind of illocutionary act is <i>to admit that the speaker, Mr. Kelada, was wrong.</i> He was not wrong. He said that to save Mrs. Ramsay's marriage. Mr. Kelada did not want to destroy her marriage. Mr. Kelada knew that Mrs. Ramsay got the real pearl from her lover. However, Mr. Kelada did not want to ruin her reputation. The function of the second speech act is <i>to give suggestions to the interlocutor.</i> In this case, Mr. Ramsay suggested Mr. Kelada not be cocksure about something. Mr. Ramsay thought that Mr. Kelada was wrong. He did not know that his wife's pearl was real.</p>

Dialog 13

Utterances	Type of Illocutionary Act	General Function of Illocutionary Act
<p>"No one likes being made to look a perfect damned fool," he said. "Were the pearls real?"</p> <p>"If I had a pretty little wife I shouldn't let her spend a year in New York while I stayed at Kobe," said he.</p>	<p>Type: Directive It is presented in the sentence <i>If I had a pretty little wife I shouldn't let her spend a year in New York while I stayed at Kobe.</i></p>	<p>The general function of this kind of illocutionary act is <i>to give suggestions to the interlocutor.</i> Here, Mr. Kelada suggested the narrator not to live apart from his wife for a long time.</p>

The distribution of illocutionary acts used by the writer of the short story is presented in the following table.

Table 1.
Distribution of Illocutionary Acts

Dialog	Type of Illocutionary Act	General Function
Dialog 1	Assertive	To tell something true
Dialog 2	Expressive	To show that the speaker felt pleasure
Dialog 3	Directive	To ask what kind of drink the narrator wanted and offer the kind of drink to the narrator
Dialog 4	Expressive	To show that the speaker liked the drink offered by Mr. Kelada.
Dialog 5	Expressive	To show that the speaker did not like the card tricks performed by Mr. Kelada
Dialog 6	Expressive	To express that as if the speaker knows everything about pearls.
Dialog 7	Assertive	To assert that Mrs. Ramsay's pearl is real.
Dialog 8	Commission	To make sure Mr. Kelada that Mrs. Ramsay's pearl is imitation
Dialog 9	Directive	To beg Mr. Ramsay not to bet a hundred dollars to prove that the pearl is origin or imitation
Dialog 10	Directive	To order Mrs. Ramsay to show the pearl to Mr. Kelada
Dialog 11	Commission and Declaration	To refuse the previous order To assert that Mrs. Ramsay finally gave his wife's pearls to Mr. Kelada to be examined.
Dialog 12	Expressive and Commission	To admit that the speaker, Mr. Kelada was wrong
Dialog 13	Directive	To suggest the interlocutor

Based on the data above, it was found that the most frequent illocutionary act was expressive, and was followed by directive, commissive, assertive, and declaration.

CONCLUSION

Based on the findings and discussion, it can be concluded that the teacher understands the characteristics and elements of language features in a genre-based approach. She understands that language features cover grammar, vocabulary, and cohesive devices. The teacher knows that in the independent curriculum, English is taught by using a genre-based approach. The teacher also understands how the language features including grammar, vocabulary, and cohesive devices are taught by using a genre-based approach. This means language features are taught by using the text. In the interview, the teacher mentioned the steps of the genre-based approach. They were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of text, and independent construction of text. Furthermore, she explained that the focus of the teaching of language features in a genre-based approach is in the second stage, which is modeling and deconstructing the text.

In the teaching of language features, the teacher followed the steps of a genre-based approach. They were building the context or knowledge of the field, modeling and deconstructing the text, joint construction of text, and independent construction of text. However, during the teaching process, the teacher placed more emphasis on the second stage of the genre-based approach which is modeling and deconstructing the text. In the second stage, the teacher conducted some activities to make the students more focused on the language features of the text. The activities covered teaching grammar, vocabulary, and cohesive devices. As a result,

the students could understand the language features used in the recount text through the implementation of a genre-based approach. The teacher taught the language features through the text by giving several tasks. Furthermore, the teacher spent a long time in this stage. It was because the activities of the teaching of language features were appropriate to be implemented in this stage.

In addition, during the teaching and learning process, the teacher applied inductive reasoning. It means the teacher taught from the specific instances and then induced to the conclusion. She gave an example of the text, and then she asked the students to conclude the language features used in the text. This also means that the teacher applied to focus on meaning. The teacher did not teach by giving a certain grammatical rule. She emphasized the meaning of language through the text. This activity can lead the students to develop their higher-order thinking skills. As a result, the teacher gave the students tasks that could lead them to be more active in the teaching and learning process. This is also related to the data obtained by the researcher to answer the third research question.

Based on the discussion, it is concluded that the teacher used indirect instruction. It means the teacher applied student-centered learning. It is shown from the tasks structured by the teacher. The teacher gave the tasks communicatively. The tasks were intended to make the students involved in communicative activities. As a result, the teacher gave the tasks about the language features including grammar, vocabulary, and cohesive devices through the text. It can be seen that the teacher drew written patterns in structuring the tasks. The tasks were given in the second stage of the genre-based approach, which is the modeling and deconstructing of the text.

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