

AN ANALYSIS OF CLASSROOM MANAGEMENT APPROACHES BASED ON THE SPEECH ACTS USED BY CLASS THREE TEACHERS IN DYATMIKA PRIMARY SCHOOL

ANALISA PENDEKATAN-PENDEKATAN DALAM MANAGEMEN KELAS BERDASARKAN TINDAK TUTUR YANG DIPAKAI OLEH GURU-GURU KELAS TIGA DI SEKOLAH DYATMIKA

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ABSTRAK

Penelitian ini dilakukan berdasarkan pada sebuah masalah yang diungkapkan oleh Kizlik bahwa masalah utama para guru baru adalah kemampuan mereka mengelola kelas. (Kizlik: 2008, versi internet). Oleh karena itu, penelitian ini diadakan untuk memfasilitasi kesulitan-kesulitan mereka dalam mengelola kelas yang difokuskan dalam pendekatan-pendekatan dalam manajemen kelas. Tujuan utama penelitian ini adalah untuk menganalisa pendekatan-pendekatan dalam manajemen kelas berdasarkan tindak tutur yang dipakai oleh para guru di Sekolah Dyatmika. Weber (1994) menyebutkan ada delapan jenis pendekatan dalam manajemen kelas, tetapi hanya tiga jenis yang bisa dianalisa berdasarkan tindak tutur, yaitu Pendekatan Intimidasi, Pendekatan Authoritarian, dan Pendekatan Permisif. Pendekatan-pendekatan tersebut dianalisa berdasarkan teori tindak tutur oleh Searle (1979) dan kemudian dianalisa dengan teori manajemen kelas oleh Weber (1994). Dalam mengumpulkan data, penulis menerapkan metode observasi dan metode perekaman dimana penulis merekam ucapan-ucapan guru selama proses belajar mengajar. Selain itu, penulis juga menggunakan buku catatan dalam observasi tersebut untuk mencatat interaksi non-verbal yang tidak bisa direkam oleh alat perekam. Data yang diperoleh kemudian dianalisa menggunakan model analisa oleh Miles & Huberman dimana penulis harus mentranskrip, mengklasifikasi, menampilkan, dan menganalisa data yang sudah terkumpul. Sebagai data pembanding, penulis juga menyertakan pendekatan dalam manajemen kelas yang paling disukai oleh siswa. Data ini diperoleh dengan cara menyebar questioner untuk siswa kelas tiga di Sekolah Dyatmika.

Hasil analisa menunjukkan bahwa guru-guru kelas tiga menerapkan pendekatan authoritarian sebanyak 92,96%. Pendekatan permisif ada di posisi kedua dengan persentase 5,84%. Sedangkan pendekatan intimidasi hanya diterapkan sebanyak 1,20%. Jenis pendekatan ini diterapkan untuk menangani kenakalan siswa, mendisiplinkan siswa dan mengajak siswa agar mandiri. Sementara itu, pendekatan *permissive* diterapkan ketika guru dan siswa bertukar pendapat (diskusi) dan menetapkan jarak antara guru-siswa. Pendekatan yang paling sering dipakai oleh guru-guru kelas tiga, pendekatan *authoritarian*, diterapkan ketika guru mengatur dan mendisiplinkan siswa, menangani kenakalan siswa yang masih dalam kategori kenakalan ringan, memberikan pujian serta semangat dan mengadakan perjanjian dengan siswa. Sementara itu, questioner menunjukkan bahwa 45,78% siswa kelas tiga suka ketika guru-guru mereka mengajar dengan menerapkan pendekatan *authoritarian*. Pendekatan permisif adalah pilihan kedua mereka dengan persentase 41,55%. Sedangkan pendekatan intimidasi hanya dipilih sebanyak 12,67%. Hasil-hasil di atas menunjukkan bahwa pendekatan yang paling sering diterapkan oleh guru-guru kelas tiga di Sekolah Dyatmika, yaitu pendekatan *authoritarian*, disukai oleh para siswanya. Kondisi ini mencerminkan sebuah kondisi belajar yang efektif dimana para siswa tidak merasa terbebani dengan sesuatu yang tidak mereka senangi.

Kata kunci: pendekatan intimidasi, pendekatan *authoritarian*, pendekatan permisif.

1. INTRODUCTION

Language is mean of communication. People use language in formal and informal ways. When they are in formal situation, they will speak formally; and vice versa, when they are in informal setting, they will speak colloquially. People also speak courteously when they are talking to respected people, the ones from higher status, for example. Others can recognize someone by the way his/her way of speaking because the use of language in social context concerns on how someone manages his/her social relationship in an interaction. Different strategies are used based on who the addressee is. That is why, an utterance of, “*Open the door!*”, “*Would you like to open the door, please?*”, and “*I feel hot in here*”, are different in term of politeness and indirectness but have the same meaning.

The previous utterances are considered to be the way of asking someone to do something. Those utterances are called *Speech Acts*. As it is defined by Austin that speech acts are things that people do with words (Wikipedia: 2005, internet version) Speech acts as the act of communication are used in daily communication in forms of apologizing, requesting, commanding, asking someone to do something, and so forth. As the utterance ‘I feel hot in here’ is considered the most indirect way of asking someone to do something since this utterance has locution, illocution, and perlocution. The hearer can interpret the meaning behind the utterance correctly by sharing the Cooperative Principle (Thomas: 1995).

Searle (1979) in Leech (1983) mentioned that speech acts could be classified into five categories. They are assertives, directives, commissives, expressives, and declaratives. Those speech acts can be found in any conversational

setting including at school; during the teaching and learning process. In teaching and learning process, classroom management is a crucial aspect because an effective classroom management could make students learn better. Based on surveys of graduates of education schools and colleges, the first area of concern of new teachers is their feelings of inadequacy in managing classrooms (Kizlik: 2008, internet version). Related to classroom management, speech acts have an important function because mostly teachers need to control their students by uttering words or specifically by giving command or warning. In classroom management, as it is issued by Weber (1994), there are three approaches which are related to speech acts. They are the Authoritarian Classroom Management Approach, the Intimidation Classroom Management Approach, and the Permissive Classroom Management Approach.

This study was aimed to analyze those three classroom management approaches based on types of speech acts used by the teacher. First of all, the speech acts used by the teacher were classified into several types; assertives, directives, commissives, expressives, and declaratives. Then, those types of speech acts uttered by the teachers were used as the criteria to determine the types of the three classroom management approaches.

It was not enough if the data only gathered from the teachers. The students taught by the teachers also gave important contribution. They were asked indirectly by giving questionnaires about types of classroom management approach they like most. Further, the two results were compared. The subjects in this study were class three teachers who are highly qualified in classroom management and class three students. Based on the preliminary observations done by the researcher, the teachers have been experiencing in teaching for years and are able to manage the classroom well. Therefore, the results of this study are hopefully beneficial for other teachers. Moreover, the results from the stu-

dents' contribution also give more references for other teachers related about their students feeling during the teaching and learning process. From those two results, other teachers could improve their ability in managing the classroom.

2. DISCUSSION

This part covers speech acts theory, classroom management theory, research method, findings, and discussion.

2.1 Speech Acts Theory

In general, speech acts are acts of communication. In J. L. Austin's famous work, 'How to Do Things with Words', he outlined his theory of speech acts and the concept of performative language, in which to say something is to do something (Wikipedia: 2005, internet version). Moreover, Austin as it is stated by Thomas (1995) made three fold distinctions about speech acts. They are:

1. **Locution** : the actual words
2. **Illocution** : the force or intention behind the words
3. **Perlocution** : the effect of the illocution on the hearer.

When someone say '*It's hot in here!*', it is a locution. The illocution perhaps '*I want some fresh air*', and the perlocutionary effect might be that someone opens the window. In interpreting the illocution of an utterance, Grice in Thomas (1995) introduced the Cooperative Principle that runs as follow:

Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engage.

It means that in conversational interaction, people work on the assumption that a certain set of rules is in operation, unless they receive indications to the contrary.

Searle (1979) in Leech (1983) mentions that there are five types of illocutionary acts. They are:

1. **Assertives** : speech acts that commit a speaker

to the truth of the expressed proposition. Examples of assertives are stating, suggesting, boasting, complaining, claiming, reporting, affirming, alleging, asserting, forecasting, predicting, announcing, insisting.

2. **Directives** : speech acts that are to cause the hearer to take a particular action, e.g. ordering, commanding, requesting, advising, recommending, demanding, forbidding.

3. **Commissives**: speech acts that commit a speaker to some future action, e.g. promising, vowing, offering, swear, volunteering.

4. **Expressives**: speech acts that express on the speaker's attitudes and emotions towards a state of affairs which the illocution presupposes, e.g. thanking, congratulating, pardoning, blaming, praising, condoling, apologizing, commiserating, etc.

5. **Declaratives**: illocutions of which their successful performance brings about the correspondence between the propositional content and the reality, e.g. resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, baptizing, pronouncing someone guilty or pronouncing someone husband and wife, declaring peace, and firing an employee.

2.2 Classroom Management Theory

In a book entitle 'Classroom Teaching Skills', Weber (1994) defines classroom management as a set of activities by which the teacher establishes and maintains the classroom conditions that facilitate effective and efficient instruction. It is also explained by Kizlik (2008) that classroom management is complex. It includes arranging rooms, managing students' academic works, managing inappropriate behaviours, promoting appropriate use of consequences as well as giving rewards and punishments. In spite of those mentioned above, there are also approaches in classroom management. Weber (1994) stated that there are eight approaches in classroom management called the authoritarian, intimidation, permissive, cookbook, instructional, behaviour-modifi-

cation, socioemotional-climate, and group-process approaches. From the eight approaches in classroom management issued by Weber (1994), there are only three approaches which can be analyzed by the used of speech acts. They are:

1. The Authoritarian Classroom Management Approach

The authoritarian classroom management approach views the managerial process as one in which students` behaviour is controlled by the teacher (Weber: 1994: 238). He also states that the authoritarian approach offers five strategies that the teacher might include in his/her repertoire of managerial strategies. The strategies are establishing and enforcing rules; issuing commands, directives, and orders; utilizing mild desists; utilizing proximity control; and utilizing isolation and exclusion.

2. The Intimidation Classroom Management Approach

The intimidation classroom management approach-like the authoritarian approach-views classroom management as the process of controlling students` behaviour, but it emphasizes the use of intimidating teacher behaviour like the use of harsh form of punishment, the use sarcasm, ridicule, coercion, threats, force, and disapproval. It makes the teacher control the classroom based on his/her dictate and asks students to do something by force. Moreover, it utilizes harsh desists. A harsh desist or reprimand is a loud, verbal command issued in situation in which the intent of the teacher is to immediately stop a serious students` misbehaviour (Weber:1994).

3.The Permissive Classroom Management Approach

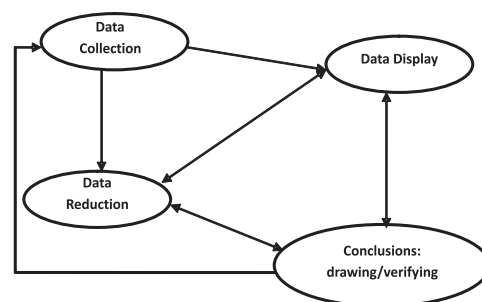
The permissive classroom management approach stresses the needs to maximize students` freedom (Weber: 1994: 242). The teacher who applies this management concerns to allow the students to do what they want whenever and wherever they want. He/she involves him/her-

self in classroom activities as little as possible. The teacher gives freedom to the students to express themselves freely so that they reach their highest potential.

2.3. Research Method

This study is classified into qualitative research within the framework of ethnographic research. Qualitative research studies phenomena in natural settings and attempts to make sense of or interpret phenomena in terms of the meanings people bring to them (Denzin&Lincoln, 1994:2). As it is stated by Bogdan and Biklen (1992) in Fraenkell and Wallen (1993:380-1), qualitative research is a research that is covered by these characteristics: the natural setting is the direct source of the data and the researcher is the key instrument; qualitative data are collected in form of words or pictures rather than numbers; concerned with process as well as product; tend to analyze the data inductively; and how people make sense out of their lives is a major concern in this research.

The data were collected in class three in Dyatmika Primary School which is located in Pucuk Bang St., Banjar Tangtu, Kesiman Kertalangu, East Denpasar. The subjects in this study are two class three teachers. They were chosen based on preliminary observations that they can manage the classroom well and they have experienced in teaching for years. The processes of data collection were done several times. The instruments used were tape recorder, notebook, observation sheet, questionnaire, as well as the researcher as the key instrument. For the data analysis, the researcher applied Miles & Huberman`s data analysis (Miles & Huberman: 1984):



Firstly, the researcher collected data by using instrument. Then, in the data reduction step, the data were selected under the study of speech acts. Based on those speech acts, the researcher categorized types of classroom management approaches applied by the teachers. In the third step, data display, the data were displayed in form of tables, charts and diagram to ease the analysis. In analyzing the data, the researcher used speech acts theory by Searle (1979) in Leech (1983) and the theory of approaches in classroom management by Weber (1994). After the process of data display and analysis, the next step is conclusion drawing/verifying. In this process, the researcher stepped back to consider what the analysis data meant to assess their appropriateness with the questions and the purposes of the study. For data validity and reliability, the researcher apply investigator triangulation (inter-judge reliability) in which the researcher invited another researcher who did similar research to analyze the data. The analysis was then compared to the researcher's analysis. From the inter-judge reliability, the researcher found out that the data reliability is 97%. Meaning that, the analysis can be trusted. Moreover, the researcher also employed member checking process in which the researcher asked the subjects' opinion about the analysis.

2.4. Discussion

This part covers discussion on types of approaches in classroom management based on the speech acts used by class three teachers and the circumstances in which they were used; and discussion on types of approaches in classroom management that class three students like most.

2.4.1 Discussion on Types of Approaches in Classroom Management based on the Speech Acts Used by The Teachers and The Circumstances in which They were Used

The findings show that authoritarian classroom management approach is the approach

that mostly used by the teachers. The percentage is 92.96% from the whole data. Meanwhile, permissive classroom management approach was used for 5.84 % and intimidation classroom management approach was the most rarely used among all. It is only 1.20%.

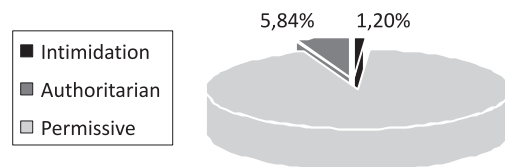


Figure 2. The Percentage of the Classroom Management Approaches

1. Authoritarian Classroom Management Approach

Class three teachers prefer to be authoritarian teachers to intimidation or permissive because they need to control the classroom as well as the students' behaviours without intimidating or allowing the students to do whatever they liked unless if there were certain circumstances such as serious misbehaviours and sharing ideas. Here is an example:

Situation: Jasper was playing when the teacher was explaining the lesson.

Excuse me! Kalau belum siap silakan di belakang dulu, Jasper! Duduk di belakang dulu!

'Excuse me! If you are not ready, please sit down at the back, Jasper! Sit down at the back!'

(D/A: 209)

As it is reflected in the data above, the teacher established and enforced rules. The teacher was telling the students what to do and what was expected to be done. The student was playing at the moment. He did not pay attention to the teacher. This is one criteria of authoritarian approach mentioned by Weber (1994). An authoritarian teacher also utilizes isolation and exclusion to response serious students' misbehaviour. It is not intimidating because it is non-punitive and it is an effective strategy to handle students' serious misbehaviour. The example above shows that the teacher utilized isolation or exclusion. The teacher did not want him to disturb other

students, so it was better for him to stay at the back or to return to his seat. But it did not mean that he could do whatever he liked. He still had to listen to the teacher, but on that isolation he could not do anything with the other students.

Directives are the speech acts that commonly used by the teachers. Most of the directives are classified into authoritarian because their purposes were to set limits and to enforce rules in order to manage the students' behaviours. The example above belongs to directives because the teacher asked her student to do something that was to sit down at the back. As the result, the student sat down at the back. This is also one of the criteria of authoritarian classroom management approach: that is issuing commands, directives, and orders. Other example can be seen as follow:

Situation: The teacher asked a question to Jessica, but she did not pay attention because she was playing Samu's crystals.
Hi, Samu, can I get those crystals collected, please? Because Jessica is not listening, whatsoever! (D/A: 41)

This example shows that the teacher issued commands by asking the students not to be noisy and to collect the crystals. As well as issuing command, the teacher also setting limits and utilizing mild desist. Weber (1994) stated that mild desists are usually used by authoritarian teacher. The example is a soft reprimand. Politely, the teacher asked Samu to collect his crystals because they were distracting the students' attention. In this case, the teacher was also in a process of imposing a rule to her students. As an authoritarian teacher, she explained the reason behind her rules and decision so that the students could follow her instruction without hesitation.

Based on Searle's speech acts theory (1979) these utterances are categorized as directives, specifically requirements. The teacher required the student to collect the crystals and to stop talking. As the result, the students were quite

and listened to the teacher's explanation again

Praise and encouragement are part of classroom management. An authoritarian teacher usually gives praise and encouragement for his/her students. The following example illustrates the above statement:

Situation: The students were able to write a word correctly.
Wow, excellent spelling, guys! (E/A: 250)

Praises are usually given when the students reach good achievements or behave appropriately. By giving praise and encouragement, the teacher can establish and maintain a good relationship between teacher and students. The example is classified into expressives since it expresses the speaker's attitudes and emotions towards a state of affairs; the students' achievement or good behaviours and the students' disability. The hearer (the students) did not do the act directly. However, by praising and encouraging, the students can be motivated to do better in the future. Furthermore, they can compete with their friends to be the best. Therefore, the perlocution can be to be motivated to study better.

In conclusion, authoritarian classroom management approach is the approach that commonly used by class three teachers. The teachers let the students to express themselves, but they still could control the class. This is the most effective way in setting limits between teachers and students.

2. Permissive Classroom Management Approach

Permissive Classroom Management Approach was used for 5.84% from the total classroom management approaches. This type of approach was used when sharing ideas, asking opinions, and setting limits. In Dyatmika Primary School, it is the culture that everybody should appreciate someone's opinion or idea. Moreover, when there was a time for the students to make some-

thing, the students were allowed to make anything that they like or to express their idea freely in order to reach their highest potential. An example can be seen as follow:

Situation: The teacher asked Samu to present how to make a little bag. While Samu was explaining, she wrote down what Samu said.

Teacher : Top gap. (Writing down). You want me to say "Use a push or pull method"?

Samu : (Nodded) So it may go like this.

Teacher : Yeah, it may. You may. That's all? Anything?

Samu : Nothing. (D/P: 16)

The example above shows that the teacher asked for the students' opinion about something. The teacher asked Samu whether she should use a push or pull method and Samu nodded. This case shows that the teacher gave freedom to the students to express themselves freely so that they could reach their highest potential. The main purpose is that the teacher did not want to hurt the students' feeling by forcing them to do something. From this point, the researcher concludes that in this situation, the teacher allowed her students to do what they wanted.

In the examples above, there is a directive uttered by the teacher; 'You want me to say "Use a push or pull method"?''. This utterance is categorized into question directives. This kind of questions is usually uttered by a subordinate to a superior because the questions seem to imply that the hearers have control over the speaker. In the example, as well as asking permission, actually the speaker intended to ask the students to stop talking and to pay attention to the teacher. The students understand, therefore they stopped talking and paid attention attentively. Another example of permissive classroom management approach is:

Situation: A student asked for an excuse about the task.

GB : Ibu, tidak apa-apa kalau semuanya tidak perfect? Tapi harus dibuat garisnya

'GB : Ibu, is it fine if not all of them are perfect? But we have to draw the line'

Teacher : Iya..

'Teacher : Yes...' (D/P: 3)

In the example, GB asked for an excuse about the task given by the teacher. The teacher gave an excuse that it did not matter if not all of them were perfect. In this case, it can be concluded that the teacher allowed the students to do what they want. The teacher's utterance, "Yes...", is classified into directives because by uttering the word, the teacher indirectly allowed the students to do their task imperfectly. Therefore, the perlocution is that the students did their task imperfectly.

In conclusion, permissive classroom management approach can be applied in certain circumstances such as in sharing ideas and asking the students opinions. Based on the teachers' opinion when they were interviewed, in sharing ideas and giving opinions, the teacher should be permissive because it can lead the students to be creative and critical. However, this approach is not effective to be applied over time because the students will do many things as they like, as well as breaking the rules. It can disturb the process of teaching and learning.

3. Intimidation Classroom Management Approach

This type of approaches is the least approach used by the teachers because they did not want their students to learn under pressure (based on the member checking). The percentage is only 1.20%. Pressure can make the students stress and further they can offend the teachers or misbehaving. However, they applied Intimidation Classroom Management Approach under certain circumstances such as in handling the students' serious misbehaviours and insisting. Below is an example: Situation: The teacher asked the students to answer directly, without raising their hands, but some students raised their hands.

Teacher : Excuse me, saya sudah bilang langsung! (Spoke in a loud voice)
 'Teacher : Excuse me, I have told you, answer directly! (Spoke in a loud-voice)' (D/I: 1)

Samu : And then, hmm..., you can do it with your hands. (A/I: 6)

The example above shows that the teacher utilized harsh desist. A harsh desist or reprimand is a loud, verbal command issued in situation which is aimed to stop a serious students' misbehaviour immediately. In that situation, the teacher asked the students to answer her question directly without raising hands. Nevertheless, because the students are used to raise hands before answering, it was difficult for them to adapt with the new rule, hence some of them raised their hands. The teacher thought it was serious misbehaviour because she had told them for several times but some students still did not understand. That made the teacher angry and used a harsh desist to stop them.

The situation was when a student presenting how to make a little bag. In this example, the teacher insisted that they needed cotton to make the little bag. Meanwhile, the student did not say that they need cotton. This is also one kind of disapproval, in which the teacher disapproved what the student said. Based on Searle's speech acts theory, insisting is one type of assertives in which the utterance commits the speaker to the truth of the expressed proposition. In conclusion, intimidation classroom management approach is good to be applied in certain circumstances such as in handling the students' serious misbehaviours, disciplining students, and encouraging students. This approach is not good to be applied overtime because it will make the students stress and under pressure so that they cannot reach their highest potential.

In intimidation classroom management approach, most of the utterances are directives because when intimidating, the teachers generally used commands. The utterance "Excuse me, I have told you, answer directly!" is a directive because its intention was to ask the students to answer directly and to stop raising their hands. Intimidation by utilizing harsh desist, forcing, and disapproving have been explained above. Below is an example for other criteria of intimidation classroom management approach:

Situation: Samu was presenting how to make a little bag. The teacher misunderstood what Samu said. Samu did not say cotton, but the teacher insisted that they need cotton.
 Samu : You cut on the bottom.
 Teacher : Oh well! Cotton. (Writing down)
 Samu : Oh, no cotton.
 Teacher : Oh, that's stitched.
 Samu : Stitch it by thread. You need a sewing machine to dissolve the things.
 Teacher : Ok, so we need cotton. Cotton or thread. Whatever you wanna call it.

2.4.2 Discussion on Types of Approaches in Classroom Management that Class Three Students Like Most

The following table shows the type of classroom management approach that class three students like most. The data was taken by using questionnaires on June 9th, 2008.

The students liked an authoritarian teacher because they wanted to learn under their teacher's control. They liked to be told what should be done and what should not. Although most of them are western people, it does not mean that they like to do everything they want to do. It depends on their culture. Most of their parents are westerners who married to local people, so that they learn two cultures, western and eastern culture. As the result, in the context of teaching and learning, they like to be taught by authoritarian teachers.

The result of types of approaches in classroom management used by the teachers shows that

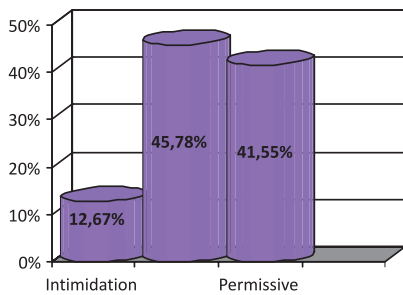


Figure 3. Type of Classroom Management Approaches that The Students Like Most

both class three teachers applied authoritarian classroom management approach in most of their teaching time. Similar to the result above,

the result of observation of class three students taught by the teachers shows that the students liked authoritarian teachers. These same results are the important points in classroom management in which the approach applied by the teachers is loved by the students. This condition can establish an effective teaching and learning process since the students will not be burdened of something that they do not like.

3 CONCLUSIONS

From the data analysis, the researcher drew some conclusions:

1. Types of classroom management approaches applied by class three teachers were authoritarian, intimidation, and permissive classroom management approach. Authoritarian classroom management approach was the most frequently used approach during the teaching and learning process, meanwhile permissive and intimidation classroom management approach were rarely used.

2. The circumstances in which the authoritarian classroom management approach was used were when the teachers set limit or enforced rules, handled the students' misbehaviours, gave praise and encouragement, and made promises. Further, the permissive classroom management approach was used when sharing ideas, asking opinions, and setting limits. The intimidation classroom management approach was used

when handling the students' serious misbehaviours, disciplining and encouraging students.

3. Types of approach in classroom management that class three students like most was authoritarian classroom management approach.

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