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**Professional Identity via Head Acts, Supportive Moves, and Internal Modifications in Teacher's Requesting**

Agis Andriani  
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**Abstract**

This research focuses on head acts, supportive moves, and internal modifications in teacher's requesting. The data are utterances taken from the teacher's talk while teaching in the classroom. The teacher who participates in this research is an English teacher. These utterances are analysed based on Blum-Kulka's theory (1989) of requesting which categorized head acts, supportive moves and internal modifications into several types. The head acts function as an illocutionary force of the intention of requesting. This intentions can be delivered into several types of strategies. Types of head acts' strategies consist of directs, conventionally indirects, and nonconventionally indirects. The head acts of directs are as mood derivable, performatives, hedge performatives, want statement, and obligation statement. The conventionally indirects are suggestory formulae and query preparatory. The nonconventionally indirects consist of strong and mild hints. These strategies involve the aggravating and mitigating supportive moves and internal modifications realised into downgrading and upgrading internal modifications. The supportive moves and internal modifications function to give imposition in the requesting intention. This imposition can greatly affect the response of the hearer whether he does or not what the speaker said. This condition depends on what context lied in the interaction between the teacher and the students. Finally, the result shows that the choice of head act, supportive move, and internal modification types related to the professional identity of the teacher in order to reach effective teaching. This effective teaching will lead the students to have ability in English and show that the teacher has professional knowledge and skill in teaching.

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