## **CHAPTER IV**

# FINDING AND DISCUSSION

In this chapter, the analysis focused on the finding and discussion. The writer analyzed the illocutionary acts that emerge on Facebook group of English Department Students, ASIA (AREK SI A) SEVEN WONDERS. By focusing the illocutionary acts, the writer could answer the statement of problems in this study. Those statements of problems are the types of illocutionary acts that emerge on Facebook group of English Department Students, ASIA AREK SI A SEVEN WONDERS and the second the process of the reader recognize the illocutionary force delivered by the writer on Facebook group of English Department Students, ASIA AREK SI A SEVEN WONDERS on Facebook group.

The writer divided this chapter into two main parts. The first parts of this chapter, the data finding of classification of illocutionary acts. The writer analyze based on the speech acts theories proposed by John Searle (1976), which classified in five categories they are assertives, directives, commisives, expressive, and declarations. The second parts, the writer provided the discussion which contained the process of gathering information on the illocutionary force.

In this data description, the writer made tabulate to classify the data of illocutionary acts from the conversation on group Facebook of ASIA (AREK SI A) SEVEN WONDERS start from 3 April 2014 until 15 April 2015. These data are placed on appendix.

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#### 4.1 FINDING

## 4.1.1 Kind of Illocutionary Acts that emerge on Facebook group

There are five kinds of illocutionary acts; assertives, commisives, directives, declaratives, and commisives. Here are the samples as follow:

#### 4.1.1.1 Assertive

Assertive deals with the speaker believe to be the case or not. As the purpose of assertive is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed issue (Searle, 1976). The example of assertive are informing, deducing, complaining, and concluding. The below data are categorized as assertive as the illocutionary force informing. In this conversation mostly found some utterance that informs the reader about information. This information consists of two parts they are fact and opinion which can be seen from below explanation.

## Datum 1

Asy: Heh guys you absolutely know right that the accreditation of our English Department is C? Then u knows right what happens if we try to look for job, scholarship, magister... [1]
JIA: yeah, I heard got C, it's really worry for us [2]
Asy: *It can be B* [3]
LD: *Not a big trouble* [4]

This data taken from 15 April 2015. The above utterance is assertive; it is because the writer commits the reader to the truth of the real expression. It is proofed by the phrase "you *know right that*" by this phrase the writer tried to inform the reader about the present information. In other hand, the writer also

believed that this information will affect their future especially in occupation and the later education.

Related to the utterance in 1, this conversation commented on information about the status of accreditation. Here, [3] utterance believed that this status could be change in to B,. While different with [3] utterance, [4] utterance considered that it's not really important to be worry. By this brief explanation the above conversation is kind of assertives illocutionary acts because it contained information of their own belief.

# Datum 2

FH: I have question to answer..

I have submitted the proposal title..May I change my object in my proposal with the remain theory? [1] **DCC**:*yes you can changed it* [2]

This data taken from 31 Oktober 2014. The conversation above contained an assertives illocutionary acts. It is on [2] utterance. In [2] utterance the writer directly answers the question although she did not really understand the rule. Therefore, this utterance was believe or opinion which the writer did not ask to the others first to clarify the truth.

#### Datum 3

SL: *Not in Monday*, *but in Tuesday I think, at second period*...but I don't know which class is...or maybe u can join another class at Friday in second period...if u want.

This data taken from 10 September 2014. In this utterance contained assertives illocutionary acts. The writer gave information on the date of their program. In other hand the word 'I think' made the information did not accurate means opinion or belief.

# Datum 4

SB: Guys...this is the suggestion from ma'am Z to our proposal: Technical matters.
A. Use align 'left' for every title of our content, no need to put in the 'center'. Ex: put the title of 'background of study in the left side......

This data taken from 17 June 2014. The bold utterance above describes the technical matters in writing proposal. Here the writer wanted to give explanation on how to make the right proposal. Therefore, it justified as assertives as the used of statement of the fact that is describing the information.

# 4.1.1.2 Commissives

Commissives is kind of illocutionary acts which use to commit the speaker to some future action. The speaker usually expresses promises, threats, refusals, and pledges agreeing, betting, guaranteeing, inviting, offering, promising, swearing, volunteering (Yule, 1996). The speaker's intention is to make the world fit the words. In this data the researcher only found one commissive category with the illocutionary force promising.

#### Datum 1

UP: ok, but I'll send my ppt in your email and please share in this group. gimme your email address [1]
IC:Nashruddinmedan@yahoo.com [2]
AV:Thanks UP, I'll upload it next morning [3]

This data taken from 24 Oktober 2014. The above conversation contained a commisives illocutionary acts. It can be seen from the [3] utterance which written a word "will" which directly explain the future condition. Here the writer promises to the reader to send or upload something in their email.

## 4.1.1.3 Directives

Directive is a kind of speech acts that is used by the speaker to get the listener performs what speaker wants. Directives also define as asking the hearer to do something. With the use of directive, the addresser attempts to get the addressee to do some actions as the speaker wants. This kind of speech act expresses commands, orders, requests, and suggestions (Yule, 1996).

## Datum 1

ASY: At least if we can graduate with the acreditation is B, it will help us in future (if u agree with me). So *please do not only focus on your thesis but help me to always ask mr. Kj as the head of Eng.Dept when you meet him at campus about the acreditation's progress..* for me, my thesis will not help me enough when i graduated from major that the acreditation is C. *Be aware guys with our acreditation...* itu sangat sensitifbuatkitakedepan

This data taken from 15 April 2015. The above utterance is classified as directives illocutionary acts. As the characteristic of directives illocutionary acts that is the speaker use to get someone else to do something. It can be seen from the bold utterance 'help me and ask' which explain a request. The writer ordered to the reader to always find out information about their faculty accreditation.

## Datum 2

SB: ......Mr.M: NO take SKRIPSI next semester because it should be preceded by seminar .*you can take KKN this smt, it is held in* Jan-Feb 2015 (end of this smt)......

This data taken from 11 August 2014. The utterance above contained

illocutionary force ordering with the performative verb 'take'. Although, in the

first this utterance seems to give advice or suggestion. So, the illocutionary acts will be in choice to be done or not.

#### Datum 3

**SL**: Not in Monday, but in Tuesday I think, at second period...but I dont know which class is...or maybe *u can join another class* at Friday in second period...if u want.

In the above utterance the writer give a suggestion to the reader. The utterance ' u can join another class' this utterance contained suggestion which inside also ask or order the reader to do that. Then, suggestion categorized as directives illocutionary acts.

#### Datum 4

AS: *Have u looked at ELDAF about mam I announcement?* Is the direction of that info is for our class?

This utterance contained an indirect illocutionary force because the performative verb didn't directly appear. It became directive from the type of sentence which is interrogative and a sign question mark. So, this utterance used to ask the reader to answer the writer's question.

#### Datum 5

SL: here I attack 3 files of world literature Novel...dont forget to *submit* the essay in 19 JUNE 2014, until 00.00 WIB send it to hutaminestiani@ gmail.com please write the subject in (mail)=name-class in your essay, dont forget to give the title

This data taken from 16 June 2014. This utterance seems assertives if it

is seen from the information of the due date of submission for a subject. However,

an illocutionary force emerge in this utterance. The word 'submits' which has

function to get someone else to do something. So, it is why this utterance categorizes as directives illocutionary acts.

#### Datum 6

**SL**: Hello my sweet hearted friends...*come and join* this event for you who want to know more about how to be a good writer and for you who fan of RadityaDika..this is a chance for you to meet directly...spent your Saturday to come in...thankyouu

This data taken from 16 Mei 2014. The above utterance consist of two performative verbs they are come and join which both two words are used to ask the reader to do something. Here the writer wanted to invite the reader in one of seminar. Therefore, it become directive illocutionary acts.

# Datum 7

**SB**: Then, *do not look for job*, but make your own business [1] **LD**: *Agree with SB*..your study not for looking a job but creat it..[2]

This data taken from 15 April 2015. There are two reasons on why those utterances is categorized as directives illocutionary acts. It can be seen from the [1] bold utterance which mean as forbidding by the word 'do not'. Then, the [2] bold utterance which mean as agreement as the word 'agree'. So, these utterances contained ordering by the meaning of forbidding.

## 4.1.1.4 Declaratives

Declaration is a kind of speech act that change status of something or someone. The speaker changes status via its words or utterance (Yule, 1996).

#### Datum 1

**IWK**: Hey admin! Could you like to give the word Wonders after the word seven? Coz we've been through wonderful semesters! Isn't it?

## ADN: done

This data taken from 21 August 2014. This conversation describe about the one who is the administration of ASIA (AREK SI A) SEVEN WONDERS on Facebook group that directly added the name of their group only by her sentence. Therefore, this conversation categorize as declaratives illocutionary acts.

# 4.1.1.5 Expressive

Expressive is a kind of speech act that states what the speaker feels or reveals the psychological attitude to a condition. This kind of speech act expresses statements of pleasure, pain, like, dislikes, joy, or sorrow (Yule, 1996). In this conversation the participants mostly used expressing of gratitude.

## Datum 1

**IWK**: As the head of second group, **I'd like to say sorry** cause we cannot send our file. Therefore, my computer is broke. Thanks.

#### Datum 2

IWK: Oh, you answered AM's question...sorry

This data taken from 10 September 2014. The two data are classified as expressive illocutionary acts. Those utterance uses psychological attitude which showed the speaker's feelings. Those feelings are gratitude and apologize.

## 4.1.2 The Process of Recognizing The Intended Illocutionary Force

Illocutionary force is the concrete example of illocutionary acts. It also defines as an utterance that produces as the result of illocutionary acts. Yule stated (1996) illocutionary force is what is 'count as', means the utterance can be count as promise, order, and prediction. It is also define as the speaker's intention in producing that utterance. Therefore, it is important to discuss this problem. Yule also stated (1996) IFID is used to recognize the intended illocutionary force. There are devices used to indicate the illocutionary acts; stress, punctuation, the mood of the verb and performative verb. The data are written conversation which does not use the correct grammatical rule. Sometimes the stress and punctuation do not enough used to analyses so, to obtain the actual evidence the researcher added some others relevant theories such as context.

From the data posted on April 3, 2014 – April 15, 2015 on Facebook group the researcher found some intended illocutionary force inside. Below the data and discussion as follow:

## Datum 1

# Asy: Heh guys you absolutely know right that the accreditation of our English Department is C? Then u knows right what happens if we try to look for job, scholarship, magister...

The context of the utterance:

Participant: The writer is **ASY**. He is the member of the group. In the college, he is the leader of one of the organization in our faculty. Therefore, he almost knew whole information in our faculty. The reader was the entire member of the group. Topic: the topic of this utterance was about the accreditation of our faculty. Purpose: inform the reader on the information about the accreditation which influence their future action.

The illocutionary force indicating device (IFID)

Punctuation: the writer use question mark which indicate the end of question. Then, he also used some comma which is used to marks a slight break between different parts of a sentence. He used three full stops which in correct grammar do not have any sense. However, the researcher interpreted that the writer of this utterance do not only sign this utterance is end but it might has an intended sign such as asking to the reader the solution of this problem and ask the reader to only realize on this important of this information. The mood of the verb: The writer used interrogative sentence as the mood of the verb which means it is indicative. Performative verb: there is no performative verb in this utterance because the writer used indirect speech acts which mean the verb not direcly found. However, this sentence can be add the word hereby that become "I hereby tell you that the accreditation of English Department is C." So, the performative verb of this utterance is 'telling'. In addition, the writer wrote some stress in above utterance. It can be seen from the phrase "*know right that the accreditation of our English Department is C? Then u knows right*" the writer stressed his utterance in the word 'right' which sign the reader knew about something and the capital letter of 'C' which can be justify that the writer intend to show the reader about the C letter which take a deep influence on their next future.

The above explanation describe that the writer wanted to give information. It can be seen from the context that the writer is the member of organization. It means he know about academic information. Therefore, it is assertives illocutionary acts. Then, as hereby test before this utterance used telling as the performative verb. The intended illocutionary force of this utterance is requesting. It appears in the stress which indirectly means request the reader to do something to make the better valuation by giving them some bad effects. Then, from the punctuation there is question mark. It means asking the reader about the

important of this information.

# Datum 2

ASY: At least if we can graduate with the acreditation is B, it will help us in future (if u agree with me). So *please do not only focus on your thesis but help me to always ask Mr. KJ as the head of Eng.Dept when you meet him at campuS about the acreditation's progress..* for me, my thesis will not help me enough when i graduated from major that the acreditation is C. *Be aware guys with our acreditation...* itu sangat sensitifbuatkitakedepan [1]
JIA: yeah, I heard got C, it's really worry for us [2]
Asy: *It can be B [3]*LD: *Not a big trouble [4]*SB: Then, *do not look for job*, but make your own business [5]
LD: *Agree with SB*.your study not for looking a job but creat it..[6]

The context of the utterance:

Participant: all of the participants above are the member of the group. The topic was about the important of accreditation of the faculty. The purpose of this conversation was to pursue the reader to doing something to know the progress of the accreditation.

The illocutionary force indicating device (IFID)

Punctuation: [1] utterance used some punctuation inside utterance. There are comma which is mark a slight break between different parts of the sentence, brackets in the utterance 'if u agree with me' this means the writer wanted to separate the sentence that isn't essential to the meaning of the rest of the sentence, some full stops also written to mark the end of the sentence. Then, there is stress in [3] utterance by the word 'B' in capital letter. The mood of the verb: [1] utterance used subjunctive as the agreement and allusion, imperative in the middle of his utterance to make a command. Then different with [2], [4], [5] and [6] utterance that used indicative to only express their dissapoinment and denial. Performative verb: [1] utterance used the word help and ask as the performative verb. [5] utterance used the word make as the performative verb.

Related to above data which also talk about the faculty accreditation but this conversation stress their conversation in unfirming perception. It is because the stress word in [3] utterance which show that ASY want the accreditation change in to B. But he also put brackets in [1] utterance which written (if you agree) means he make an option. Then, it contained two performative verbs they are help and ask. So, this utterance is kind of directives illocutionary acts. It also can be seen from the mood of the verb that used subjunctive which contained allusion and agreement to make the reader conscious of the important of the status of accreditation. So that the writer can insert what he wanted. If it is seen from the punctuation the writer looks as giving information but then in the middle became ordering statement. Clearly, the writer wanted to invite the reader to aware of this kind of problem then he wanted their help to only survey it. However, it was not well accepted because they did not really interest on it. So, the intended illocutionary force in this utterance is inviting and ordering.

# Datum 3

#### FH: I have question to answer..

I have submitted the proposal title...May I change my object in my proposal with the remain theory? [1] DCC:*yes you can changed it [2]* The context of the utterance: Participant: all of the participants above are the member of the group. The topic of this conversation was about proposal. The purpose of this conversation was getting the answer of the problem.

The illocutionary force indicating device (IFID):

Punctuation: [1] utterance used some full stops traditionally as the sign of the end of the sentence. These full stops written after the word 'title' then he follows it by a complicated question which must be answered by the authorized people. So, these full stops also have a function as the sign that the writer hesitate to ask. It is because this statement consists of a question that must be answered by the authority people. Then he also used question mark which indicate that the writer wanted to ask something. The mood of the verb: [1] utterance used imperative mood, [2] utterance used imperative mood that used in command. The performative verbs: [1] utterance used the verb 'answer' then [2] utterance used the verb 'changed'.

The above utterances are directives illocutionary acts because it consists of performative verb. There are "answer and changed". Afterword, the intended illocutionary force of them is asking and ordering. The intended meaning of that utterance is the writer wanted to get the information about the proposal by asking a question. Then, the reader directly accepts it by answering it. It can be proofed through the mood of the verb. However, the reader respond didn't follow opinion that she has been done that.

# Datum 4

**IWK**: As the head of second group, *I'd like to say sorry* cause we cannot send our file. Therefore, my computer is broke. Thanks.[1]

## AV: ASY///ASY..OS...OS....give your hand please...[2]

The context of the utterance

Participant: both the writer and the reader are the member of the group. The topic of this conversation was one of important file. The purpose of this conversation is to inform the reader that he can't send the file because of something.

Illocutionary force indicating device (IFID)

Punctuation: [1] used comma as the sign of a slight break between the different sentence, full stop as mark the end of a sentence. In other hand, [2] used some slash and full stops after the name of person which in correct grammar doesn't have any sense. Those full stops written after the name of man which in oral conversation used to call someone. So, this utterance might consist of oral conversation that written by social media. The mood of the verb: [1] used the verb tell that apparent of fact which in the mood of the verb called indicative. This utterance tells the reader about the writer condition. It can be seen from hereby test "I hereby tell you that my computer is broke". Then, [2] used a performative verb ask which in the mood of the verb called imperatives. As the hereby test " I hereby ask you to give your hand". Performative verb: [1] used indirect speech acts because he did not take the direct command in his utterance. However, if it added with the word 'hereby' this utterance might have a performative verb. "I hereby tell you that I can't send my file". Different with [1] utterance, [2] directly used a performative verb that was 'give'.

The above utterance consist of three mind illocutionary acts, there are expressives, assertives and directives. In [1] statement he not only say sorry but

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he also indirectly inform to the reader on his condition. It seen from the use of indicative mood of the verb and the performative verb tell which means giving information. As the process of identifying illocutionary force above it can be concluded that [1] not only wanted the reader to only read but he wanted the reader take an action after the posted information. Fortunately, it can accepted by [2] utterance by asking to **OS** and **ASY** to 'give their hands' which means help us.

# Datum 5

AV: Dear, my friends of group 1-4 psycholing, *would u mind to share ur ppt presentation* to ease our study for next midterm?[1]
UP: ok, but *i'll send my ppt* in your email and please share in this group. gimme your email address[2]
IC:Nashruddinmedan@yahoo.com [3]
AV:*Thanksukik*, I'll upload it next morning[4]

The context of the utterance:

All participants in this conversation were the member of the group. The topic of this conversation was about the submitting a file. This file was important to the other group. At that time there was exam which the material came from the presentation of each group in the class from the whole semester. Therefore, they collect this ppt material. The purpose of this conversation was to collect one of file in the group.

The illocutionary force indicating device (IFID)

Punctuation: [1] used comma and question mark as the mark of the slight break between different part of sentence and as the indication the end of question. [2] used comma and full stop as the mark of the slight break between different part of sentence and the mark the end of a sentence. The mood of the verb: [1] used imperative as the used of the word 'share' which also become the performative verb. [2] used indicative as the used of the statement of fact under the performative verb 'send'. Then, [3] also used indicative as her information.

Based on above information, those conversations contains of two illocutionary acts. There are declarative, and commisive. The writer in this conversation wrote some performative word that relate to directive. Then, as the time line showed it became commisive. By this conversation the writer wanted to get a file from the hearer. The word 'share' strengthens it. Afterword, this utterance could be well accepted by the posted answer from UP and IC that promise to share the file and give information of the email address where it will be sent.

## Datum 6

**SL**: Important....yesterday I met **Mrs. R** and she said that she cant meet us in every first period (07.30-09.10), so that she offered to change the schedule from Friday to Monday in 3rd period (10.50-12.30) actually this is decision from me n **AS**, *I'm sorry for not discussing with u all to decide the time but we consider truly because we just enter the class in Monday and Tuesday.* So finally... the psycholinguistics for a class will be off in this Friday, and started in next Monday, at c2.203..thanks for reading happy Wednesday [1]

**AM**: Thanks for inform. *Are other class at Monday too??* Cz i hve lesson at third too [2]

**SL**: *Not in Monday*, *but in Tuesday i think, at second period*...but i dont know which class is...or maybe u can join another class at Friday in second period...if u want.[3]

IWK: What?!!Tuesday? how dare you change the day?!! [4]

**SL**: Maksudnya ...kelasseninitukelasAdoang!!!kalomauikutkelas lain adahariselasa, smjumat...dibaca oh!!!! [5]

IWK: Oh, you answered AM's question...sorry [6]

The context of the utterance:

All participants in this conversation were the member of the group. The topic of this conversation was the time of a program study that is date of psycholinguistic course. One of the member of the group directly change the time without asking to the entire member of the group. Then, **AM** asked some optional time to **SL** which indirectly made miss understanding among **SL** and **IWK**. It is because **IWK** read a part of conversation unconsiously without reading the whole conversation. So, he directly mad to **SL**. The purpose of this conversation was to collect one of file in the group.

The illocutionary force indicating device (IFID)

Punctuation: [1] used brackets signed as the information was important. She also used question mark to mark the end of question. Then, she also used some full stops as the sign of stressed that this utterance is important. [2] She used question mark as the end of the question. [3] used some full stops which in correct grammar doesn't have any sense. However, the researcher found these full stops indicate that the writer feel hesitate of the information and advice. [4] used exclamation mark and also question mark in the same utterance which it means that utterance perform both as question and also as the act. The mood of the verb: all of the above utterance used indicative kind of verb because all of them stating an apparent of fact. Performative verb: [1] did not use any performative verb because she used indirect illocutionary acts. It is performative when added with hereby such as "I hereby tell you that Mrs R could attend…". Just the same as [1], [2] also did not use any performative verb but her utterance could be performative if it added with the word 'hereby', 'I hereby ask you are the other class at Monday to?'.

Based on above information the researcher found some illocutionary acts by the [1] utterance. [1] Used directive as the illocutionary force answering of agreement then expressive as the illocutionary acts of saying sorry. Then, in the [3] used directive also as the illocutionary force of suggesting. [2] Used directive as the performative verb asks and the illocutionary force asking. Then [4] used assertive as the illocutionary verb assert. By this conversation clearly describe that **SL** wanted the reader to give their opinion of this changing date. Then it fully responded by the reader by asking some agreement and asking a suggestion. However, the misunderstanding happens in this conversation. It can be seen from **IWK**'s statement that deviated from the topic so that **SL** have to make him understand by using Indonesian.

## Datum 7

SL: Hello friends ... i got message from Mrs. R that announces if all classes of psycholinguistics is off for tomorrow...please share to your classmate.[1]
Am: Owalah... i'm sorry i dunno. I just frm college bt i cn't see all of u [2]
SL: I am really sorry not to txt u.[3]

The context of the utterance

Participant in this conversation are the member of the group. The topic was about the course of psycholinguistics. The lecturer send message to a student that the class is off. Then, they only share on Facebook group without sending message to one by one classmate. Unfortunately, this announcement didn't arrive to AM because of some matters. The purpose of this conversation was to inform the reader that there is no class for the next day.

The illocutionary force indicating device (IFID)

Punctuation: [1] used three full stops as the stress the important information. [2] Also used three full stops which also has the same function as [1] to stressed the important information. The mood of the verb: [1], [2], and [3] used indicative as the used of stating fact. Performative verb: [1] used the word 'share', [2] used the verb tell as the hereby test "I hereby tell you that i don't know this information. Then, [1] utterance uses some full stops before she delivered information which used to interact the reader on the information.

Based on the above explanation those utterances used assertives, directives and expressive illocutionary acts under the illocutionary force informing, ordering, and forgiving. Informing as the performative verb 'tell' which means telling or informing information. Then, ordering as the action of before information. Then, forgiving as forgiveness because this information didn't arrive to her. Based on the context above describe that the writer gave information about their course. She only posted on the group then asked the other to share it. This creates the misunderstanding to **AM**. It was because **AM** did not know this information. **AM** didn't read the news because it posted on Facebook group which need to get connection to access.

# Datum 8

**IWK**: Hey admin! *Could you like to give the word Wonders after the word seven*? Coz we've been through wonderful semesters! Isn't it? [1] **ADN**: done [2] The context of the utterance

The participant of this utterance is the member of the group and ADN is the admin of the group. The topic of this conversation was about the name of this group. The purpose of this conversation is adding the word 'wonder' in the end of their group name.

The illocutionary force indicating device (IFID)

Punctuation: [1] used question mark as the sign of the end of the question. Then, he also used exclamation mark as the sign of command. The mood of the verb in this utterance is imperative because it state the statement of ordering. The writer used the verb 'give' as the performative verb in his utterance.

Those explanations describe that this conversation used directive illocutionary acts with the illocutionary force give. Based on the context and punctuation of the above utterance, the writer wanted to added the word wonder in the end of the name of the group so it become ASIA (AREK SI A) SEVEN WONDERS. However he could not do that because he does not have authority on it, so he asked the admin of the group to add this word. Then, it is done by the admin.

## Datum 9

SB: This is my conversation via text messages with mr.m:

Me: assalamu'alaikum sir, i'm **SB** from 'A class' of 7semester. I'd like to ask you about our SKS of A class, is it right that this semester we have to take KKN subject and SKRIPSI subject? and about the KKN, when it will be held? I mean the exact date and month. That's all sir, thank you. Mr.m: *NO take SKRIPSI next semester because it should be preceded by seminar*.you can take KKN this smt, it is held in jan-feb 2015 (end of this smt).

Me: Sir, so sorry but I have one question again.for the seminar subject, there are 2 kinds: literature and language. Do we have to choose one of them? But class A only got seminar on Language in KRS (means we cannot choose seminar on literature yet).all of student still confused about that.

Mr.m: *you should chose one, linguistics or literature.* All classes have the same option. Class A may also take ling or lit.

So guys,, I think it is ok for us to take seminar on literature even thought in KRS it is seated for class D. But, we can only choose one. Ok!

The context of the utterance

The participant above was the member of the group. Then, **Mr. M** is one of lecturer in our faculty. The topic was about one of subject in their course. At that time there are two subjects that make a whole member hesitate to choose both of them or only one. Therefore, **SB** asked it to **Mr. M** which the information then posted on group. The purpose of this utterance was informing the reader about information.

The illocutionary force indicating device (IFID)

The writer wrote some brackets that were used to separate off information and there is exclamation mark at the end of her utterance which is used to sign a command. The mood of this utterance is indicative as the use of statement of fact. Then, she used think or suggest as performative verb.

From context and IFID it can be justify that this utterance contained directive illocutionary acts and the illocutionary force suggesting. By the context of the utterance clearly describe that by this utterance the reader will not confuse any more in deciding their course because not all of the course that will be taken but only one of them. In addition, this utterance might also be assertives as information that posted which inform the reader on a program that must be chosen.

#### Datum 10

AS: Have u looked at ELDAF about mam I announcement? Is the direction of that info is for our class?[1] UP: Yes I have. I think those announcement is for all of literary criticism class.[2]

The context of the utterance

A whole of above conversation are the member of the group. The topic above was the announcement of literary criticism class which not directly announce to the student but only share on ELDAF group. ELDAF group is a group from English Department whom the whole students and lecturer of English Department was the member of the group. The function of this group was as the collection of information about scholarship, and faculty program. The purpose of this conversation was getting the correct information.

The illocutionary force indicating device (IFID)

Punctuation: [1] utterance used question mark to indicate the end of the question. [2] Used full stop as the end of the sentence. The mood of the verb: [1] used indicative as the use of question. [2] Used indicative as the use of stating fact. Performative verb: [1] utterance used ask as the performative verb. [2] Used the verb tell in order to telling her opinion.

Based on above explanation this conversation contained directive illocutionary acts under the illocutionary force asking and assertive illocutionary acts under the illocutionary force telling. By the context of the conversation the writers wanted to get the correct information on the information that posted of their lecturer. That is addressed for whom. Then, it well accepted by the readers

that give him information on his question.

#### Datum 11

**UP**: Guys, *I* am so confuse with ma'am z's announcement. Should we collect again our proposal if we didn't get remedial [1]

KR: Yeah, get remidial or not, you should collect ur proposal again on Wednesday, 4 july at 9-10.... [2]

FS: Isn't Wednesday in 2 july? [3]

JIA: kR@ on 2th july exacly, isn't it KR...?! [4]

AZA: KR, Wednesday is a 2th july not 4th july... [5]

**KR**: Oke,...sorry...,mistyping....[6]

The context of the utterance

The above conversations consist of some member in ASIA group. The topic was about the date to collecting proposal. The purpose of this conversation was informing the reader of the date in order to collect their proposals.

The illocutionary force indicating device (IFID)

Punctuation: [3] used tag question to explain the mistake. [4] Used question mark and exclamation mark which not only asking question but it also used to ask the reader to answer it. Based on the context the writer might confuse with the correct information. So, she asked the truth and forces the other to answer. The mood of the verb and performative verb: [1] used indicative as the statement of fact. It used 'ask' as the performative verb. [2] Used imperative as the statement of order. It used the word 'collect' as the performative verb.

By the above information it can be conclude that this conversation used directive illocutionary acts as the used of illocutionary force command in this conversation. In the context, it clearly describe that the writer intend to get information of the submission of the proposal. Then it well accepted by the reader

by some posted answer from the reader. However, there were misunderstandings

that happen in utterance [2] which directly checked by the other reader.

# Datum 12

# SB: Guys...this is the suggestion from ma'am L to our proposal: [1]

- 1. Technical matters.
- A. Use align 'left' for every title of our content, no need to put in the 'center'. Ex: put the title of 'background of study in the left side.
- B. Give space/distance to every point/title. Ex: between the content of background of study and research problem, we need to click enter. So, the distance will clear enough.
- C. For the references, make sure that the name is deliver from alphabet
- D. A to Z (so A is on the top, alphabet Z is on the bottom, and so on).
- 2. How to write references
- A. Make sure hat every quotation is mention in that references, if the quotation was taken from journal, don't forget to write the journalin the references. And ...in the content, you have to mention that the quotation was taken from A. Ex: according to Freud (1786) in the journal entitled "sociolinguistic and language" by Edwin, language has relation with society.

-if the quotation was taken from book and its written by him/herself, just stated like this: according to Freud (1976), language has relation with society. But make sure you already write the book on the reference, because ma'am Zul will check every quotation.

-if the quotation was taken from book that written by someone else , do the same thing as quotation taken from journal (mention the title and author of the book).

- B. make sure the journal that you mention in the background of study has been write done in the references. All!
- 3. How to write review of literature

A. The content of the review is actually a theory you want to use.

B. For the subject of the theory, make sure it is specific and match with your problem.ex: use Lakoff theory for analyze hedges.

C. for the title of the content, write down specifically. Ex: don't write /Discourse Analysis/ but / Discourse Analysis: hedges Theory by Lakoff/ don't write/ Sociolinguistic/ but / Sociolinguistic: meaning's Theory by Lylons/ don't write / Sociolinguistic/ but / Sociolinguistic: Ronald Wardaugh's Theory/. The most important is ... your theory

appropiate with your topic/ problem. Don't write general review literature, be specific!

Okey, that's all what i got todya, hope you can do the proposal better \*feel free to ask, I'II answer as can as possible.

**KR**: Question??.. what is the contents that we have to explain more to mam L?? hehe [2]

JIA: It's very useful for us, tq SB..[3]

**SB**: The first question from mam Z," Explain your proposal!" then at least you have to explain about ur background of study, and continuing briefly about your research design, about why i choose the topic and target.. after that, the following question is depend on ma'am L's mood, i can't predict it..[4]

My TIPS: if ma'am L criticize about something in ur proposal, just smile and say "YES MA'AM" or OK, THANK YOU MA'AM, don't try to interrupt it like me, kwkwkwk. It'll change her mood and she'll ask you a loooot of question..

- **KR**: But how is if we want to keep our argument about our proposal,,.... we also just silent n SMILE???[5]
- SB: KR is actually good, but this one is just for UAS, so... don't be so "ngotot", be careful, hoho [6]
- ASY: Hahaaahaa...nice question and nice answers... the suggestion also useful...jreng...[7]
- **SB**: So, *I can conclude the people also nice*[8]
- IWK: First take a deep bow the one who wrote these things. Second. If ma'am Zully with her perfection wants you to do the final test perfectly, means that she has great expectation in u, guys. Third, unfortunately, indonesians hate perfection.[9]

The context of the utterance:

Participant: the above conversation consists of some member on ASIA group.

Then SB was the one that has been done the test. The topic of this conversation was about the way to write a good proposal and the way to get a good score in the proposal test. The purpose of this conversation was informing the reader information.

The illocutionary force indicating device (IFID)

Punctuation: [1] utterance used some meaningful punctuation to create a meaningful sentence. [2] Used question mark as the mark the end of a question. [4] Used an inverted comma that marks off a topic that being discussed. [5] Utterance used question mark as the mark the end of a question. [6] Used an inverted comma that marks off a topic that being discussed. The mood of the verb and performative verb. [1] used indicative as giving information. It used some performative verb such as use, give, and make sure. [2] and [5] also used indicative in the part of asking question, the performative verb is asking. [4] used imperative because she command to do something, the performative verb was explain and say.

The conversation above clearly informed that it was not easy to make a proposal. There were some points that have been thinking. Not only that when in the test there also some matter that become requirement to getting a good score. So, as the result almost all of this conversation used directives as to asking question, commands, and suggestion.

## Datum 13

SL: here I attact 3 files of world lierature Novel...dont forget to submit the essay in 19 JUNE 2014, until 00.00 WIB send it to hutaminestiani@ gmail.com please write the subject in (mail)=nameclass in your essay, dont forget to give the title [1] YA: Thankyou SL... [2]

The context of the utterance:

The participants in above conversation are the member of ASIA group. The topic was about an assignment. The purpose of this conversation, the writer informed and remained to the reader about their assignment The illocutionary force indicating device (IFID)

Here the [1] utterance used brackets to differentiate the information. The mood of the verb in [1] utterance is imperatives because the writer intend to command the reader to do and submit the assignment. [1] used the word 'submit and give'. Then, the performative verb in the [2] will be appear if this used hereby test, "I hereby tell you, thanks...".

Based on above description these conversations consist of three main illocutionary acts. There are: assertive with the illocutionary force informing, directives with the illocutionary acts ordering, and expressing with the illocutionary force saying thanks. By the context of the utterance this conversation mainly intended to remain the reader on their assignment. The writer also gave the information on where this assignment addressed. Furthermore, the message succeeds as the respond of the reader in the posted answer.

# Datum 14

SL: Hello my sweet hearted friends...come and join this event for you who want to know more about how to be a good writer and for you who fan of RadityaDika..this is a chance for you to meet directly...spent your Saturday to come in...thankyouu [1]

# IWK: The important reason that makes you have to come in this event is, I'll be the MC. Hahahaha#stupidpromotion [2]

The context of the utterance:

Participants of this conversation are the member of the group. Both of them were the committee of the event. The topic was about one of event that will held in the college. The purpose of this utterance to pursued the reader to join in this event

#### The illocutionary force indicating device (IFID)

Punctuation: the above utterance did not use meaningful punctuation. The mood of the verb and performative verb: [1] and [2] used imperative because both of them request the reader to join in the event. [1] Come and join are the performative verb in this utterance. [2] Utterance the performative verb can be appear by the hereby test "I hereby tell u that i will be..." so the verb is tell.

Above explanation showed that this utterance characterize as directives illocutionary acts. By the illocutionary force inviting. This utterance told o the reader that there will be an event in the college which the speaker will be a famous writer then the MC will be their own friends. They tried to invite them by using kind of persuading.

#### Datum 15

**ASY**: for those who bring vehicles at campus, *please pay attention to ur vehicles n helmets.* I Justwant to remind u to more carefully at campus. Also dont forget that we are family n we never leave our family behind. There is no reason for us to leave our friend, keep charging guys. Safe ur facilities n love ur family. [1]

**ASY**: For vehicle : I got that info from mr.security of campus[2]

**UP**: what happen **ASY**'??[3]

AKGJ:My helmet was a victim [4]

AZA:thank'smrASY [5]

- AD: btw, could we park our motorcycle at multimediaB? It becomes sabda's basecamp now
- ASY: Available, they just take a little bit place for their basecamp (at the corner of park area). So, u can park on the right or left of their basecamp. .dont worry,[6]

The context of the utterance

The participants of this conversation are the member of this group. The topic of this utterance was the crime cases such as thievery of motor cycle and helmet. The purpose of this utterance, reminded the entire group to be ware on this crime cases.

The illocutionary force indicating device (IFID)

Punctuation: the utterance in [1] used comma and full stop as the direction of the slight break of the sentence and as the end of a sentence. Utterance [2] used colon to introduce new information. [3] Used question marks as the end of the question. [6] Comma and question mark as the direction of the slight break of the sentence and the end of the question. [7] Used colon to separate of the new information. The mood of the verb and performative verb: [1] used imperative as the used of command with the performative verb 'pay attention'. [2] and [3] used indicative because it reveal with fact such as information and question. Both of them do not have performative verb because they used indirect illocutionary force but it will appear when those sentence added with 'hereby' "I hereby tell you that I got..." and "I hereby ask you what...". [4] used indicative because it reveal with fact such as information. It does not have performative verb because they used indirect illocutionary force but it will appear when those sentence added with 'hereby' "I hereby tell you that my helmet ... ". [6] used indicative because it use to ask question. The performative verb of this utterance is asking. [7] Used imperative because it performs a command.

The above utterance contained some illocutionary acts. There are assertive as the form of informing and directives as the form of asking, ordering and suggesting. This conversation had a means that the writer wanted to suggest and also inform to the readers on the actual problem. His suggestion was to always keep our goods such as helmet and motor cycle. Furthermore, another problem appears in the utterance [6] that is about the parking area although it had been completely finish by the answer in utterance [7].

## 4.2 Discussion

The results of this research have several implications for the use of media social as the media for communication. Communication through media social facilitates us to keep in touch with other people in far distant. The important information could be accepted in a second. It is also happen for students from English Department in faculty of letters and humanities UIN SUNAN AMPEL SURABAYA. They created group on Facebook to facilitate their course. It is because their come from some different places. So, they create this group to make them easier accept information. Most of information posted on Facebook is important for their course. It contains assignment, value, registration, and examination. However some different backgrounds make some of them could not access this website or they could access it but didn't follow the conversation. This problem could make misunderstanding and misinterpretation.

As the result of this research the researcher found some misunderstanding and misintrepetation inside the conversation. It is because some of them did not recognize the important part in the communication that is context. Then, the researcher also found some different illocution and different illocutionary force in one utterance. It is because the data are English language that writen by Indonesian style. Finally, the finding concerning to the readers responds as the measurement of their understanding of the conversation. Then, to decrease misinterpretation and misunderstanding in this kind of communication the researcher suggest to the user of media social to always attention the context and some parts of sentence such as punctuation and stress. So, our communication could run smoothly. Then, the further research might tend to the reserch of illocutionary acts in media social which also used the correct grammatical data.