CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the exchange or transfer of communication. It is a tool of communication. Learning a language is not something new for people who have been interested in it is since a long time ago. It is caused by the main function of language by the main function of language that is for communication. People use the language to express their emotion, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English language.

The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Language has very important in social relationship among human being. It is one of medium of communication which can help people not only to interest but also to share with other. It means that language as a connector for each people. Language is used to communicative in social activities (Bloomfield, 1961:1).

English is the first foreign language that is learned in the schools of Indonesia. It is the language used by almost people in the world. Knapp and Watkins (2005: 14) stated that language is both natural and cultural, individual and social. People used it to define who we are and to shape our place in life. People used it to learn, to socialize, to dream, to think, etc. Throughout history, language has served as a bong to bring people together into single societies and to preserve their customs, culture, law, and stories.

English is an important language that must be understood by everybody in the world. According to Dancygier and Sweetser (2005: 5) stated that english has a rich varied set of options for marking causal and conditional relations, more and less explicitly, our expression of condtionality is of special interest. Therefore, the government appeals of all students to learn English as an International language. In learning English, students will be taught the language skills such as Listening, Speaking, Reading and Writing.

Generally, writing is difficult and complex. The students often encounter some problems in writing. They get difficulty in making a choice of words and putting the words together. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, semantics, part of speech, clauses, and verb with the added dependency of a system of signs or symbols. The result of writing is called *text*, and the recipient of text is called a *reader*. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

There are some genres of writing. All of the genres are different. Genres in writing are spoof, recount, narrative, procedure, hortatory exposition, anecdote, description, report, analytical exposition, explanation, discussion and news.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through

a process narration. The purpose of narrative text is to amuse or to entertain the reader. A narrative text is a text containing the generic structure and language feature. People can write narrative text with past tense, direct speech and action verbs. The action that can use in writing narrative text isillocutionary act. The example of illocutionary act are declare, promise, thank, claim, order, beg, and advice.

The writer is interested to analyze the using of illocutionary act in narrative text of legend from MalinKundang for eleventh grade of SMK Negeri 5 Medan.

Based on the writer's experience during observation at SMK Negeri 5 Medan, the writer found some problems that done by the students. The students are not able to analyze illocutionary act that consist of the text. They still difficult to knowing about illocutionary act.

Example :   *MalinKundang*

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.
*One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and **thanked** to him. In return the merchant **demanded**MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.*
*Many years later, MalinKundang becamewealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has **become** rich and now he is here".*
*An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him**,** released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundangwho was in front of his well dressed wife and his ship crews **denied***

*meeting that old lonely woman. For three times her mother **begged**MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he **ordered** his crews to set sail. He would **leave** the old mother again but in that time she was full of both sadness and angriness.*

*Finally, enraged, she **cursed**MalinKundang that he would turn into a stone if he didn't **apologize**. MalinKundang just laughed and really set sail.In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.*

From the text, the writer asked the students to find out the illocutionary act. The aim is to know the problems that faced by the students. Here the student's answer:

*A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.MalinKundang was a healthy, dilligent, and strong boy. He usually **went** to sea to **catch** fish. After getting fish he would **bring** it to his mother, or **sold**the caught fish in the town.*

*One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He **helped** the merchant. With his brave and power, MalinKundang**defeated** the pirates. The merchant was so happy and **thanked** to him. In return the merchant demanded MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.*

*Many years later, MalinKundang**became** wealthy. He had a huge ship and was **helped** by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here".*

*An old woman **ran** to the beach to **meet** the new rich merchant. She was MalinKundang's mother. She wanted to **hug** him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother **begged**MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.*

*Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just **laughed** and really set sail.In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.*

In the student's answer, there found some wrong answers. They just choose the verb that they thought it is the right answer. They did not understand what is verb that consist of illocutionary act

The Student's Answer	True / False
Went	False
Catch	False
Bring	False
Sold	False
Helped	False
Defeated	False
Thank	True
Ran	False
Meet	False
Hug	False
Begged	True
Laughed	False

From the example above, the writer can see some wrong words that done by the students. It is caused by the students still unfamiliar with performative verb. After that, they still do not care about the object.

Here the result of the students that have answered the test to analyze the illocutionary actthat are in the text.

Table1.1. The Table of Rubric Score

No	Student's Name	Score
1	Jose	50
2	Ibnu	40
3	Rizkypratamabudiman	40

4	Lelimargareta T	30	
5	Domikosaragih	40	
6	Andreas Armando Nababan	40	
7	AsidoNaibaho	50	
8	BataramHutagalung	50	
9	Jicoferdison	30	
10	IchwanulihsanHasibuan	50	
11	Reo maulanaManurung	40	
12	M. SyahlirezkyanandaLbs	60	
13	Pramudiabagaskara	50	
14	M. Riskimaulanahusada	50	
15	Marchell .P	30	
16	Daniel	40	
17	Faisal rahmanHarianja	50	
18	Yusriandikaaulia	50	
19	Wahyu risky rahmatdhani	60	
20	Emil salimrangkutih	40	
21	Annisaauliaakhiari	60	
22	Wiberpurnamahalawa	60	
23	Risky S.F	50	
24	AlfinahasyimLubis	50	
25	M. sofyan	40	
26	Dipo canasta	40	

Total Score   = 1.190

Total Data   = 26

Mean   = 1.190 / 26 = 45.76

From the analyze above. The writer found 12% students got score 30, 35% students got score 40, 38% students got score 50 and 15% students got score 60. To reduce the problems that students do, the writer want to do the research with the title is "The Analysis of illocutionary actin Narrative Text Written for Eleventh Grade at SMK Negeri 5 Medan".

1.2 The Problem of the Study

Based on the background of the study, the writer will formulate the problem of this study as follow:"What are the kinds of illocutionary actsthat the students applied in writing narrative text of Eleventh Grade at SMK Negeri 5 Medan?"

1.3 The Objective of the Study

The objectives of the study are: To find out the kinds of illocutionary act that the students applying in writing narrative text of Eleventh Grade at SMK Negeri 5 Medan.

1.4 The Scope of the Study

This research will be focusing to find out the kind of illocutionary act in narrative text that has been writing based on the theories from John Searle (1969),

Austin (1962), and Daulay (2011). The types of illocutionary actare:assertives, commissives, directives, declaratives, expressives. On the case of the study, the writer will analyze this study based on theory of John Searle.

1.5 The Significance of the Study

The significances of the study can be divided into two parts. Namely Theoretically and Practically.

1. Theoretically

    1) For the next researcher who are interested with the same topic as a reference.

    2) The result of the study is expected to be useful to enrich the horizon of English teaching about illocutionary act in narrative text.

2. Practically

    1) Teacher: He/shecan motivate the students in learning illocutionary act in narrative text.

    2) Students: They can enrich their knowledge to use illocutionary act in narrative text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter provides some material will relate literature review and explain the related material to provide a clearer concept and ideas to investigate this research. This study will be conducted to analyze the illocutionary acts of students based on narrative text written. The researcher presents a discussion in some theories relate to this research in order strengthen the study.

2.2 Pragmatics

Pragmatics as a branch of linguistic is the study of meaning which relates to the context or the external meaning of language unit. According to Yule (1996:3) pragmatics is the study of contextual meaning. It is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener. It might be considered as the investigation of invisible meaning.

Beside that pragmatics involves the relation between language and context that basic to an account of language understanding. According to Liu (2006) states that pragmatic studies how people comprehend and produce a communicative act or speech in a concrete situation. It is systematic way of explaining language use in context. It is distinguished with two intends or meaning in each utterance or communicative act or verbal communication. First, the imperatives of the sentences meaning and another is the communicative intent or speaker meaning. The ability to comprehend and produce communicative includes one's knowledge

about a social distance, social status between the speaker involved, the cultural knowledge and linguistics knowledge explicit and implicitly.

Pragmatics is a branch of linguistics, which concerns which concerns with language use in context and the study of meaning relate to the context or situation. Pragmatics is focus on a person's ability to derive meaning from the specific kind of speech situation, to recognize what the speaker is referring too. The interpretation of what meaning that the speaker want to convey using particular words is often influenced by factors such as the listeners' assumption or the context. This is how context becomes the most important factors in pragmatics.

2.3 Speech Acts

The study of speech acts is the central concern of pragmatics. Hartman (1972:218) elaborates acts as the production of the sounds in an organized ways so as to produce meaningful utterance. The meaning of the sentence does not in all cases and uniquely determine what a speech is perform in a given utterance of that sentence, for a speaker may mean more that he actually says. But, it is always in principle possible for every speech act that one performs or could perform to uniquely determine by a give sentence.

On pragmatic study, speech act is an important field. Crystal (1985:380) states that pragmatic has came to be applied the study of language from the point of view of the users, especially make the choices, constrains, encounter in using language in social interaction and the effect of their use of language has on the other participants in an act of communication. Such acts performed by language have been called speech acts.

In attempting to express themselves, people do not only produce sentences containing grammatical structures and words. The people perform actions via those utterances or actions that are performed via utterances are generally called speech acts (Yule, 1996:47). According to Austin (1962) the study of speech acts is the study how people do thing with utterance. It means someone use language to express the activities that is to convey information, request information, give order, make request, make threat, give warning and so on.

Language in speech acts theory is seen as from of acting (Rankema,1993:32). It means when someone communicates with others, someone produces an utterance as types of action. Someone can do many things with the language with the language or word, such as making question, giving order, and making request and so on. On the other hand one utterance may perform several simultaneous acts.

According Leech (1983:17) states that speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed correspond to the type of attitude being expressed. For example, a statement to express thanks, a statement express advised and an apology expresses regret. As an act of communication, a speech act succeeds if the audience identified, in accordance with the speaker intention, the attitude being expressed.

Kess(1992:153) states when people speak, they do not only transfer information in a technical sense but also convey their attention. For example, 'This room is very hot'. This utterance can be together into three meaning, The first meaning expresses an utterance like the example (literal meaning), The

second meaning someone intended to inform other people that the room is very hot and tried convey an intention. Perhaps, asking someone to open the window, door or complain about the room. Thus, speech act is the common study of pragmatics and each utterance or conversation has a meaning.

The theory of speech acts aims to do justice to the facts that even though words (phrases, sentences) encode information (Rankema, 1993:87), people do more things with words than convey information and that when people convey information, they often do it more than their words encode. Although the focus of speech act theory has been on utterances, especially those made in conversational and other face-to-face situations, the phrase speech act should be taken as a generic term for any sort of language use, oral or otherwise.

According to Brion and Laura (2010:340) Speech acts are divided into three types of act performed by speaker in uttering a sentence, It means that someone consider some ways in which we interpret the meaning of sentence in term of what the speaker of those sentences intend to convey. On the other word, speech act is closely related with the intention of speaker. In uttering the sentence, someone can do things as well as say things. While sentence can often be used to report states of affair, the utterances of some sentences must be treated as the performance of acts.

Searle (1969:16) say that production or issuance of a sentence take under certain condition is call speech act, and speech acts the basic or minimal unit of linguistic communication. It means that when it is focus on what people use language to do, it is focuses on what a person is doing with words in particular situation. Thus, it can be inferred that speech acts cannot be separated from

communication; it is series of communication acts used systematically to accomplish particular purposes.

Making a statement may paradigmatic use of language, but there are all sorts of other things can do with words. Someone can make request, ask questions, giving order, make promise, give thank, and offer apologies and so on. Speech act of is really the performance of several acts at once. Distinguished by different aspects of the speaker's intention, there is an act of saying something, means what one does in saying thing and how one is trying to effect one's audience. It is means someone wants to utter something to others that is always intent to meaning what they want.

2.3.1 Kinds of Speech Acts

In uttering any sentence, a speaker could be seen to have performed some acts. Austin (1962:22) says that all expression of language must be viewed as acts. He classified speech acts into: Locutionary acts, Perlucotionary acts and Illocutionary acts.

2.3.1.1 Locutionary Acts

Locutionary acts is an act of uttering a sentence within certain meaning, then Searle (1969) defines locutionary act is the act of simply uttering a sentence from language. It means in this activity the speaker produces some to convey meaning to the listener or it is a description of what the speaker says.

The locution is the actual from of words used by the speaker and their semantic meaning (Peccei, 1999:44). This kind of speech act is also called the utterance act or the act of saying something (Renkema, 1993:22). It means an act of uttering

something, syllable, word, phrase and sentence as a form of a language whereas the utterances are product of speech act performed by the speaker to hearer in a given context.

Locutionary acts can be concluded as acts that are performed in communicate. It is produced an utterances with a particular from that used by a particular speaker on a particular speaker occasion of a language. The act of actually uttering (the particular sense and reference of an utterance), which is the domain of fields of the study are phonetics, phonology, syntax and linguistic semantic. Example of locutionary acts, such as:

1. It is hot in here

2. She said to me shoot her

3. I will sleep at living room

4. It's cold in here

2.3.1.2 Perlocutionary Acts

Perlocutionary act is producing some effect on hearers. Perlocutionary act are the actsto perform the intention of producing further effect on the hearers while Coulthard (1998:20) argue that perlocutionary act is the act of performed by because of saying. Perlocutionary act is the effect on hearer of what the speakers says.

All definitions above can be concluded that Perlucutionary act is performed by saying something in a particular context. Depending in the kind of perlocution, different condition have to holdin order to be achieved. Acts are products of communication which is performed by means of saying something,

moving someone to anger, consoling someone in his distress, etc. Perlocutionary act would include such effect as: persuading, embraching, intimidating, boring, irritating and inspiring the hearer.

Perlocutionary acts are different from illocutionary acts, although they have some similarities in some ways in performing the act. Perlocutionary act is producing of an effect through locution and illocution. To make it easy to understand about the definition of perlocutionary acts that makes them different from illcutionary acts.

1. Perlocutionary acts are not performed by uttering explicit performative sentence.

2. Perlocutionary acts seem to involve the effect to utterance and the illocutionary act on the thoughts, feeling and action of the hearer. Perlocutionary acts can be represented as an illocutionary act of the speaker plus its effect on the hearer. Example of perlocutionary acts, such as:

1. She persuaded me to shoot her.

2. He asked me to makes coffee

3. You have interrupted me again.

4. I will take her to the vet

2.3.1.3 Illocutionary Acts

Illocutionary acts is what the speaker is doing. By uttering those words, such as commanding, offering, promising, threatening, thanking, etc(Peccei, 1999:44). Illocutionary act is an act performed in saying something (Austin, 1962:

171). Rankema (1993:23) States that illocutionary act is the act which is committed by producing an utterance.

According to Cruse (1978:159) states that an illocutionary acts are a complete speech act made in typical utterances that consist of:

1. The delivery of propositional content of the utterance (including references and predicates)

2. A particular illocutionary force by the speaker assists suggest, demand and promise, etc.

For example, "It is hot in here". This sentence could be uttered as uttered as assertion, complain that someone should open the window, as a warning for someone about to enter, and no doubt, as a whole range of other things.

Illocutionary act is very important in gathering the meaning of speech act because the illocutionary itself is the central to linguistic communication and defines by social convention, such as accosting, accusing, admitting, apologizing, challenging, complaining, condoling, congratulation, declining, greeting, promising, offering, thanking recommending, naming etc.

From the explanation above, illocutionary acts can be concluded as important acts in producing an utterances because the illocutionary itself gives main purpose of an utterances. By the illocutionary act the communication will be ran well. Example of Illocutionary acts, such as:

1. She urged me to shoot her.

2. I did not kill my friend.

3. Give me a moment.

4. I will take care of your knife.

According to Coulthard(1998:18) argues that illocutionary act is a performed in saying something the act is identified by the explicit performative.

2.3.2Classification of Illocutionary Acts

Searle (1962:21) states that there are five types of illocutionary acts in terms of their essential condition as elaborate in the following:

1. **Assertives (representatives)**

Assertives are to commit the speaker (in varying degree) to something's being the case, to the truth of the expressed proposition. According to Yule, assertives are those kinds of speech acts that states what the speaker believes to be the case or not. In using an assertive the speaker makes the words fit the world (of belief). Assertive verbs are *state, suggest, boast, complain, claim, report, hypothesize, describe, predict, tell, affirm, assert, argue, inform, etc.*

For example: The earth is flat

In the utterance above, the speaker describes that the earth is flat. The speaker believes the world as he or she believes it is even though; the world is actually not flat anymore. In this example, the speaker uses the illocutionary acts of representatives (describing).

2. **Directives**

Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. In using a directive, the speaker attempts to make the world fit the words (via the hearer). Directive verbs are *order, invite, permit, dare, challenge, defy, etc.*

For example   : Open the door, James!

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In the utterance "open the door, James!", the speaker wants the hearer (James) to do something (to open the door) the speaker uses the word "open" indicating the illocutionary acts of directive (commanding)

3. **Commissive**

Commissives are those kinds of speech acts that speaker use to commit themselves to some future actions. They express what the speaker intends. In using the commisives, the speaker undertakes to make the world fit the words (via the speaker). For example promise- request, the point of a promise is to commit the speaker to doing something and not necessarily to try to get the hearer himself to do it. Commisive verb are vow, offer, promise, threat, refuse, pledge, etc.

For example: I promise I will come on time

In the utterance above, the speaker commits himself to come on time(future action). The speaker uses the word "promise " indicating the illocutionary acts of commsive (promising).

4. **Expressives**

Expressive are those kinds of speech acts that state what the speaker feels. They express psychological states and it can be statements of pleasure, pain, like, dislike, joy or sorrow. In using an expensive, the speaker makes the words fit the world (feeling). Expressive verbs are *thank, congratulate, apologize, condole, deplore, welcome, pardon, blame, greet, mock, praise, compliment, leave-taking, etc.*

For example   : Sir, thank you very much for coming.

In the utterance, the speaker expresses his/her psychological states to the hearer for coming. The speaker uses the phrase "thank you" indicating the illocutionary acts of expressive (Thanking).

5. **Declarative**

Declarative are those kinds of speech acts that change the world via their utterance. That act brings about some alteration in the status or condition of the referred to object or objects solely in virtue of the fact that declaration has been successfully performed. In using a declaration, the speaker changes the world via the words. Declaration verbs are *resign, dismiss, christen, name, excommunicate, appoint, sentence, declare, approve, disapprove, bless, cure, nominate, confirm, etc.*

In this sense, these actions are, as Searle says "a very special category of speech acts": they are performed, normally speaking, by someone who is especially authorized to do so within some institutional frameworks (classical examples are judges sentencing, offenders, minister or religion christening babies, dignitaries naming ships, etc). In addition, there must an extra-linguistic institution. It is only given such institutions as the Church, the law, private property, the state and a special position of excommunicate, appoint, give and bequeath one's possessions or declare war.

For example   : Referee: you're out!

In the utterance "you're out!" the speaker (referee) brings a new state of being to the player. The referee declares that the status of the player is out of the match because he has gotten his second yellow cards. In this example, the speaker uses the illocutionary acts of declarations (declaring)

In that utterance, the speaker seems to give a command (in directive), but it is actually not. Directives and declaration are different. Directives express what the speaker wants (personal acts) but in other sides, but declarations are performed by someone who has an authority to do so within some institutional framework (institutional acts). That utterance field, or football stadium for referee, since to make this act successfully performed.

To make the explanation about Searle's categories of illocutionary acts more clear, take a look at the table below;

Table 1: the five general functions of speech acts (following Searle 1969)

Speech Acts Type	Direction of Fit	S = speaker X= situation
Declaration	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit words	S wants X
Commissives	Make the world fit words	S intends X

According to the explanation above, Searle defines illocutionary acts based on verb called 'speech act verbs'. By using the verb, it seems to be natural way of expressing a particular speech act. Some linguists the presence of some

recognizable syntactic-morphological or semantic features that will tell them whether or not they are dealing with 'real' speech act.

2.4 Writing

Writing is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Writing is the activity in expressing the feeling, idea and opinion in a text which can be used as a reminder to the next time. Many experts have proposed the definitions of writing. Mandal (2009:96) "Writing is a creative process because it is a process of reaching out for one's thought and discovering them." Kirszner and Mandell (2009:4), writing is a life skill. If you can write clearly, you can express your ideas convincingly to others in school, on the job, and in your community. Writing is also important "If you can write, you can communicate, if you can communicate effectively, you can succeed in school and beyond".

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop student's ability in writing process that has an important function and use in the human's life.

2.4.1 Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research.

Harmer (2004: 4-5) states process writing is a way of looking at what people do when they compose the written text. It means there some steps in writing process, they are:

1. Planning: Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience o writer think of audience that writes for, since this will influence not only the ;shape of the writing but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include.

2. Drafting: Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising): Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process.

The writer represent these aspects of writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

2.4.2 Paragraph

Paragraph is a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Joy Little (1985:50) a paragraph is a group of sentence that works together. A paragraph should deal with one main idea; each sentence in the paragraph should say something about the main idea.

Furthermore, paragraph is made up three of sentences that develop the writer's main ideas, opinion, or feeling about a subject. The paragraphs are (1) topic sentence, (2) the supporting sentence, and (3) the concluding sentence

1. Topic Sentence

A topic sentence state the main idea of a paragraph. There, the writer tells the reader what information to expect in the paragraph and how the details in the paragraph are related. The topic sentence also helps the reader to focus on the main idea, to avoid adding ideas that are not related to the topic.

2. Supporting Sentence

When writing paragraph, the writer need to support his topic with details. Supporting sentence provide the specific details that explain or illustrate the topic. The most common types of supporting sentence contain facts, examples and reason. In most paragraphs, the writer will use more than one kind of supporting sentence.

3. Concluding Sentence

A concluding sentence helps the reader to recall or to understand more clearly the point of a paragraph. On the other hand, the writer can help the reader to understand a topic by writing a concluding sentence that offer a final comment.

Sometimes, a paragraph does not need a concluding sentence because the last supporting detail ties together the ideas of the paragraph. Paragraphs that are part of larger composition very often are complete without a concluding sentence.

2.4.3   Genre of Writing

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes (Knapp and Watkins, 2005:258). Genre is used to refer to particular text types not to traditional varieties of literature. Taken in its widest sense, a genre based approach to language teaching refers to pedagogy that involves examining and deconstructing examples of genres (categories of texts). The meaning of the genre is determined that the students are able to understand and identify the concepts and also a kind of the text that students will have to write.

According to Derewianka and Hammond in Brian (1996: 237-243) there is some kind of genres which arose in social interaction to fulfill humans' social purposes

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s)

2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house,

or camping. Description is the text containing two components, namely, identification and description.

3. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence

4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and re-orientation.

5. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

6. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by roved it with some facts.

7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, they are, issue, argument, and conclusion or recommendation.

9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described.

10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple

past tense. The elements of narrative are orientation and coda. But coda is optional.

From the various kind of genre in writing, this study only focuses on narrative text.

2.5 Narrative Text

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways.

Garol&wignell (1994:204) states that, narrative text is amuse do and to deal with actual vicarious experiences in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Knapp and Watkins (2005:220) defines, narrative is a powerful medium for changing social opinions and attitudes. Narrative is also a 'big' or macro genre in that it can easy accommodate one or more of the genre and still remain dominant. A narrative is some kind of retelling, often in words (though it is possible to mime story), of something that happened (a story).narrative is a form of writing used to related that the evens, stories are at the accidents. It is pattern of though consist of following a sequence of action in time. In other word, narrative is text which retells the story previous experiences. It is a representation of series events connected in temporal casual way.

KalayoHasibuan and M.FauzanAnsyari (2007:436) say that the narrative text to entertain, create, stimulate emotions, motivate, guide, an teach.

Based on the statement above, it could be conduct the narrative or narration simply tells a story relay a sequence of event or told in chronological order, which is the order in which they happened it function to entertain an a muse people.

2.5.1 Social Function of Narrative Text

Gerol and Wignell (1994:204), stated that social function is a particular purposes or gold of a genre. Beside that the social function of narrative text are to amuse, entertain and deal with actual and vicarious experience in different ways. To identify the social function of the text, we have to read the whole text narrative deal with problematic event which lead to a crisis or turning point of some kind, which in turns finds a resolution.

Actually in practice, narrative text has many purposes. Knapp & Watkins (2005:73) stated that narrative text does not singular generic purposes as do some the other genres. The one of purposes of narrative text is entertaining the reader get entertain by reading narrative text.

Based on definition above the writer can develop the sentence that in social function is a particular purposes or gold of a genres and text are to amuse, entertain our story also engage the reader on invite the reader or invite the reader an imaginative experience.

The writer conclude that social function is to amuse entertain and to deal with actually or various experience in different ways; and deal with problematic event which to lead a crisis or turning point of some kind, which in turn finds 2 resolution.

2.5.2 Generic Structure of Narrative Text

Generic structure is the general structure which contains in narrative text. There are five generic structure of narrative text, they are: orientation, evaluation, complication, resolution, and re- orientation/coda.

1. **Orientation**

According to Gerol and Wignell (1994:204) Orientationis about the opening paragraph where are the characters of the story are introduced. This sets the scene, creating a visual picture of the setting, atmosphere, and time of the story. Character are introduced and clues are set in place for the coming complication.

Based on Gerol and Wignellstatement above the writer can develop the sentence that in orientation is a scene which the actor played in the story. A scene related to the acting what the actor or participants do in the story and then in orientation able a creating by visual picture of the setting. It means information about person and actor (who are in the story, time,(when is it most important, and when the problem are happen and then place are happens) writers also describe about the atmosphere words, it means that, the incident involved in the event, how are the environment or situation the story. In here the writer identifying event in chronological order so, in orientation are the most important to introduce the character and introducing the place of even in the story so complication can be occurred.

2. **Evaluation**

According to James M Brady (1977) Evaluation is the assignment for symbol to phenomenon in order to characterize the word or value of a phenomenon, usually with reference to some social, culture or scientific standard. The general definition of evaluation in narrative text is the order or events as the occurs in the story, the sequence of events in the story occurs in precise order so that it makes senses to the person reading it.

Based on to James M Bradydefinition above the writer can develop the sentence that in evaluation there are some phenomenon or the beginning of problem which generated by the action in the story, in here also showing the able the participants from the beginning of the problem until the end in the story. A phenomenon, usually depend on some social, culture or scientific standard because it is not separate from social life, actually all of have found in the social have to accordance with the culture with using by participant or society. The society is a large group of people of live together in an organized way, making decision about how to do things and sharing the word that needs to be done and all the people in the country or in several in the countries can be referred to as a society. Culture is a thing that make by the people based on their mindset that build that attitude which consist that arts, knowledge, law, benefit etc. So the writer can describe that in evaluation have to observe that a phenomenon or the events relate to social culture because it have found in social.

So the writer makes aconclusion that with the specific definition of evaluation is a stepping back to evaluate the plight. The story continuous through

a series of unspected events. Evaluation provides asses or evaluation of the course of the story or conflict. In evaluation consist the steps of problem or conflict that happens at the beginning the middle until the ending of the story.

Writer also concludes after introducing the participants, the next to introduce the problem and usually written on second paragraph or the middle of paragraph. But the evaluation similar with abstract, it means that it can be optional and very seldom be finding out in the story of narrative.

The definition of evaluation above can be summarized that evaluation contains of assessment of evaluate the plot of story. It is optional because sometimes there is no evaluation in the story of narrative text. Evaluation can be conclude the beginning of the problem because, in evaluation we can see the problems in the text when the conflict will come.

3. **Complication**

According to Thomas S.Kanet (2000:363-364), in complication is resolves around conflicts or problem that effect the setting time or characters. In this stage the main characters get some problem and they find ways to solve the problems. In here is prevented from racing his or her goals.

So the writer can conclude, that the function of this is the content details about the activities or the event which problematic which are arranged sequence from introduction, conflict until climax. In complication consist of the problems that happen in the story. In other words, complication is the climax or the center of the problems. Actually in narrative text consist three of generic structure such as Orientation, Complication, and Resolution, but important kinds in here is

Complication because it is to identify or to describe what the problem or events in the story so that the writer can to find out the resolution certainly.

The writer also describe that it is such the crisis of the story. If there is not the crisis, the story is not narrative text. In a long story the complication appears in several situation, it means that sometimes there is more than one complication. In narrative text there is not only two paragraph about conflict but it sometimes three paragraph or depends on the number of the story.

4. **Resolution**

According to Wendy Russel (1992), Resolution is the term used to resolve or to decide the problem for better or worst. The complication maybe resolved for better or worse/happily or unhappily. These add and sustain interest and suspense for the reader.

Based on the Wendy statement, the writer can developed the sentence that resolution is the term used to decide the problem for better or worse, it means that the problem happens in the story not always happy ending. Sometimes it explain about sad ending for example Snow White, although so many problem that happen in the story from the start until the end. In here the writer can describe that resolution is to find out a solution for the problem more challenge. This functions is the content problem solving to tell until the climax. It is the final series of the event which happened in the story. Actually resolution have found in classic narrative because the conflict can depended and then it must have the conclusion.

5. **Re-orientation/Coda**

According to Nurdiono (2005), re-orientation is optimal it can be added and could not while re-orientation contains content inference ending. The re-orientation usually contains the conclusion of the story. Re-orientation also have meaning as a changed sat of attitudes and beliefs and the act of changing the direction in which something is oriented.

Based on Nurdiono statement above, the writer can develop the sentences that re-orientation is optional. It mean that it is not always found I the story because usually the people only can to watch the fell about that but they can not to changes there attitude more better sweat on the story. Although have found the conclusion but if socially fell about the conflict that happens in the story is very important for people. Also have to study from the experience of participants in the story and can changes their live more better.

So the writer can conclude that re-orientation is the ending of the story paragraph of narrative text. A part of re- orientation consist of the notice, and agree and very useful advices for the reader relate to the story. Usually the people can to take the morality value on the story and they can to study from the other experience.

Writer also stated in part of re-orientation have found the repetition of the orientation, usually the repetition that summarizes of the events that occurred or the activities that stated if the ending of the story is so bad so the people only can changes their life style but if the ending story is happies actually the people can fell so happy.
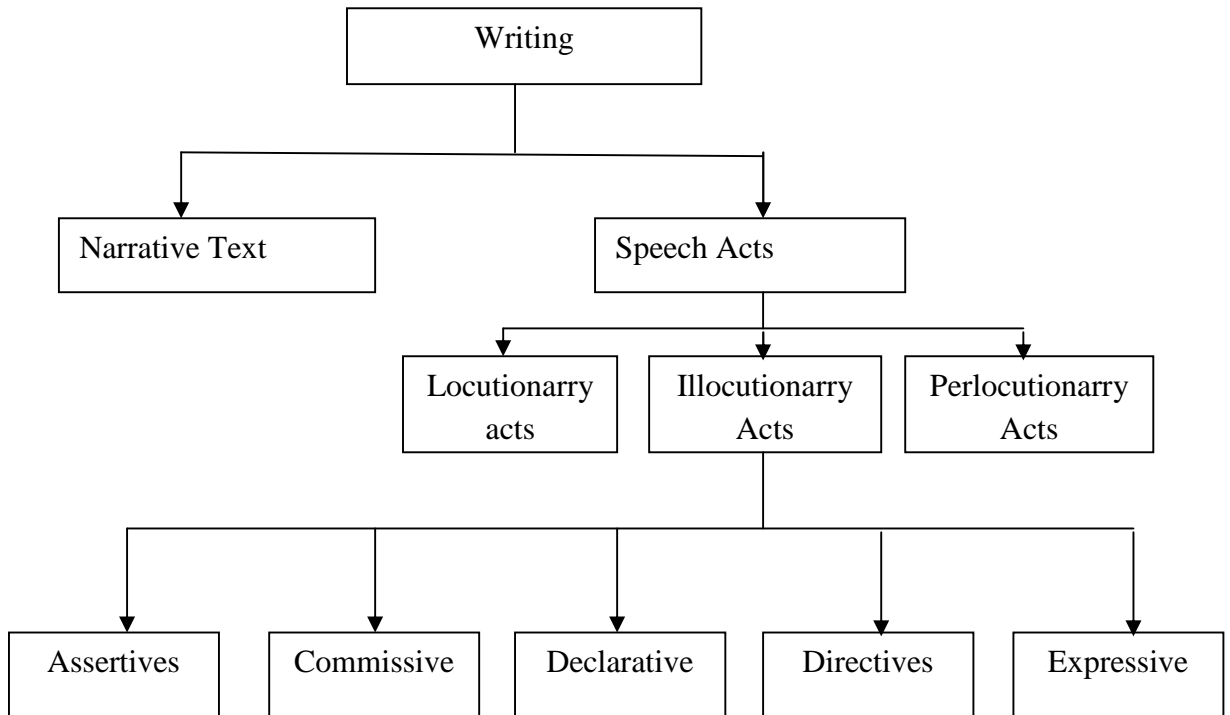
2.6 Previous Research

The writer takes one previous research that related to this research which the title is the analysis of illocutionary act in narrative text written. That will be explained in the following:

The research was wrote by AgungSuryoNugroho, entitled "*an analysis of illocutionary acts in Sherlock Holmes Movie*". The research was applied to investigate the types of illocutionary acts which are dominantly presented by Sherlock Holmes in the *Sherlock Holmes* movie through its script. Sherlock Holmes as main character in this movie place as consulting detective who has unique way in doing communication to the participants. When he utters something, he also does something. It is called 'speech acts'.

The result of the research shows that Sherlock Holmes uses all types of illocutionary acts: Assertives (arguing, asserting, informing, telling), Directives (advising, asking, commanding, entreating, insisting, inviting, ordering, requesting), Commissives (promising, refusal), Expressives (congratulating, praising, welcoming, thanking), Declarations (appointing).

The similarities of the research is to analyzed illocutionary acts and the differences, the writer will analyze illocutionary in narrative text written.

2.7 Conceptual frame work

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                         ┌──────────────────┐
                         │     Writing      │
                         └──────────────────┘
                     ┌──────────┴──────────────┐
                     ▼                          ▼
          ┌────────────────────┐      ┌────────────────────┐
          │   Narrative Text   │      │    Speech Acts     │
          └────────────────────┘      └────────────────────┘
                         ┌─────────────────┼─────────────────┐
                         ▼                 ▼                 ▼
                  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
                  │ Locutionarry │  │Illocutionarry│  │Perlocutionarry│
                  │    acts      │  │     Acts     │  │     Acts     │
                  └──────────────┘  └──────────────┘  └──────────────┘
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Assertives	Commissive	Declarative	Directives	Expressive

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research of the study will be conducted by using descriptive qualitative. According to Borg and Gall cited in Siti (2000:171) "Qualitative research is term with varying meanings in educational research". According to Creswell (2009:22), "Qualitative research is exploratory that is useful when the researcher does not know the important variables to examine". The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research concerned with description.

3.2 The Subject of the Research

The subject of this research will be eleventh grade students on SMK Negeri 5 Medan. There will be three parallel classes and each class consists of 30 students. The total numbers of subject will be 90 students. It is because the limitation of the time and each of classes consists of same student qualification. The object of this research will be XI-TGB1. The writer will be choose 10 students from 30 students.

3.3 The Instruments of Collecting Data

In collecting the data the writer will be applied one instrument to elicit the Illocutionary acts in Narrative text written. The instrument will be the students' composition.

3.4 The Technique of Collecting Data

The data analyze to identify the Illocutionary acts in narrative text written. The writer will be applied some technique of collecting data. They are:

1. Ask them to write a composition about narrative text

2. Collecting the students paper

3. Underlining the illocutionary acts

3.5 The Technique of Analyzing Data

The techniques of analyzing the data are:

1. Classifying the types of Illocutionary acts in narrative text written

2. Analyzing all the Illocutionary acts

3. Making the conclusion from the students paper