

ABSTRACT

ANALYZING ILLOCUTIONARY ACTS OF TEACHER AND STUDENTS IN ENGLISH CLASSROOM INTERACTION AT TUNAS MEKAR INDONESIA ELEMENTARY SCHOOL

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The objectives of the research are: 1) to find out whether there is any congruency or incongruency between linguistic form and pragmatic realization both of teacher's and students' illocutionary acts in English classroom interaction 2) to delineate cooperative principle implied in the illocutionary acts of teacher and students 3) to delineate politeness implied in the illocutionary acts of teacher and students. The research subjects were one English native teacher and 24 students of fourth grade of Tunas Mekar Indonesia Elementary School which implements bilingual program. Teacher's and students' interaction were transcribed and coded based on theories of illocutionary acts. The results show that the participants produced various types of illocutionary acts through various sentence forms to deliver their intention in interaction. The sentence forms namely declarative, interrogative, imperative, and exclamative were produced by the teacher and students to perform various language functions. Those illocutionary functions cannot only be interpreted by their literal meaning and forms. The findings delineate that 24.33% of teacher's illocutionary acts and 6.62% of students' illocutionary acts which are incongruent between their linguistic forms and pragmatic realizations. Declarative form which functions to request, remind, suggest, offer, and warn indicate directive function which is commonly represented in form of interrogative or imperative. It means that when utterances are delivered contextually, various language functions can be produced by the participants. Furthermore, the precise illocutionary acts performed by participants are the result of an interaction between contextual factors, such as social situation, the current state of an interaction and background knowledge of speaker and hearer. It is suggested that English teachers equip their students not only with grammatical competence but also pragmatic competence since early stage in the primary level. It can guide them to appropriately and politely use the language in communication. Politeness can also be inserted in learning activities implicitly or explicitly depends on the need and condition.