

Language Use: A Study of Commissive Acts by the Eleventh Grade Students of SMA Negeri 1 Kubutambahan

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Abstract

This study aimed: 1) to identify the patterns of commissive acts, 2) to identify the speech styles used in terms of formal and informal in expressing commissive acts, 3) to identify types of error based on grammar and diction and, 4) to analyze the sources of error as committed by the eleventh grade students in a language program class at SMA Negeri 1 Kubutambahan. This study was a qualitative research. The subjects of this study were the eleventh grade students in a language program of SMA Negeri 1 Kubutambahan. The instruments were data elicitation, field note, interview guide, and recorder. The methods of data analysis were data transcription, analysis and category. The results of this study showed that the students produced various categories of speech act namely to promise, to refuse, to swear, to threaten, to offer, to accept, to thank, to request, to give opinion, to congratulate. The commissive acts produced by the students were to promise with total percentage 73%, to refuse with total percentage 14%, to swear with total percentage 12% and to threaten with total percentage 1,4%. The speech styles used in terms of formality by the students were 62,3% of formal language and 38,3% of informal language. The errors committed by the students were 80.8% of the grammatical errors and 19,1% of the diction errors. There were two types of sources of errors committed by the students namely interlingual with the total percentage 19,7% and intralingual or developmental factors with the total percentage 80,2%.

Keywords: *Commissive acts, grammatical error, diction error, sources of error*

A. INTRODUCTION

English as a compulsory subject in the high school has a goal to develop the students' oral and written communication competency (Permendiknas No.22/2006). In relation to the goal of the English language learning, the students have to develop four integrated competencies. Speaking competency is one of those competencies that must be mastered by the students. Speaking competency will provide the students the ability to put the words together in a meaningful way to reflect their thought, opinion and feeling to other people orally (Gillis, 2013).

However speaking competency can be the most problematical competency for the students to be competent with. Research shows that there are many English learners who are still incapable to speak English though they have learnt the language for many years. These may be caused by the lack of vocabulary or limitation to speaking practice which influences the use of English to communicate with each other (Utama, Marhaeni and Putra, 2013). In the same case, Hui (2011) stated that the students usually cannot fluently express their ideas

by using appropriate vocabulary and correct grammatical form. Similarly, based on the result of the interview with Sulasmini, one of the English teachers of the eleventh grade students at SMA Negeri 1 Kubutambahan, the language program students at SMA N 1 Kubutambahan were not competent as yet in speaking because of lack of vocabulary, grammatical rules as well as limitation for practicing to speak English. The students also have limited information about speech acts.

Speech act is an action performed via utterances. The action performed by producing an utterance will consist of three related acts namely, locutionary act, illocutionary acts and perlocutionary act (Yule, 1996 p. 47-49). Focusing on the illocutionary acts, Searle (1976) defines five classes of speech acts including representative, directive, commissive, expressive, and declarative. This study only focused on commissive acts. Theoretically, commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends (Yule, 1996 p. 54). Commissive acts include promising, refusing, threatening and swearing. They can be performed by the speaker alone, or by the speaker as a member of a group (Yule, 1996).

The following are the definition of each category of commissive acts; Promise is a statement of telling someone that you will definitely do or not do something. It is a verbal commitment by one person to another to do (or not to do) something in the future (Oxford Dictionary, 2008). Refusals are negative responses to invitations, requests, offers, suggestions, and the like which are frequently used in our daily lives. Threat is a statement of an intention to punish or harm somebody. This statement can make a trouble, danger or disaster to person or thing (Oxford Dictionary, 2008). Swear is an act which shows that you make a serious promise to do something or you say or promise something solemnly (Oxford Dictionary, 2008).

When people interact with others, their interaction is usually influenced by the circumstance or the social context. People may have different speech style depending

on situation and condition of its social context. For instance, speech style used in the school between the students and the teacher will be different from student and his friend in the play area. There are two kinds of speech style namely formal style and informal style. The Dictionary of Language Teaching and Applied Linguistics (Richards, Platt and Platt, 1997: 144) as cited in Heylighen & Dewaele (1999) defines formal speech as follows: "the type of speech used in situations when the speaker is very careful about pronunciation and choice of words and sentence structure." A formal language should be expressed explicitly in order to avoid ambiguity by stating the necessary references, assumptions and other information. This type of speech may be used, for example, at official functions, in debates and ceremonies.

An informal speech style is a speech styles which are used among friend or colleague. An informal style is more flexible, direct, implicit, and involved, but less informative (Heylighen & Dewaele, 1999). This is usually used in daily conversation, in relaxed time such as when they picnic or sport, etc. In this style people often use slang language where the sentences tend to be shortened and the disappearing word.

In language learning particularly in speaking class is potential for the students to make error in term of grammar. This can happen when the students do not comprehend fully about the rules of the language. According to Chih (2013) grammatical errors can refers to inaccurate usage of forms, semantics meanings, and use of the grammar itself. So it is important for the students to have a sufficient knowledge about the grammar because it will help the students to express their ideas in a proper way.

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors (Touchie, 1986). Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include overgeneralization, avoidance,

inadequate learning, and false concepts hypothesized.

Based on the explanation, the objectives of this study were to identify and categorize the pattern of commissive acts used by the eleventh grade students at SMA Negeri 1 Kubutambahan, to identify and evaluate the style used in terms of formal and informal in expressing commissive acts, to identify and understand types of error based on grammar and diction committed by the eleventh grade students in a language program class at SMA Negeri 1 Kubutambahan and to analyze the sources of error as committed by the eleventh grade students in a language program class at SMA Negeri 1 Kubutambahan.

B. METHOD

This research was a qualitative research. The subjects of this study were the eleventh grade students at SMA Negeri 1 Kubutambahan particularly students who took language program class. There were 35 students on the Language Program class in which it was divided into 13 female students and 22 male students.

There were several instruments used by the researcher to collect the data in this study namely data elicitation, field note, interview guide and recorder. Various methods were utilized in order to obtain the data in this study namely eliciting data, recording and interview.

When the data had been collected then it was analyzed through some methods based on objectives stated in this study. The data was in the form of spoken communication produced by the eleventh grade students who take a language program class at SMA Negeri 1 Kubutambahan.

C. FINDINGS AND DISCUSSION

Detail of the data about commissive acts used by the eleventh grade students of SMA Negeri 1 Kubutambahan could be seen on the table below:

Table 1. The commissive acts produced by the eleventh grade students

Frequency & Percentage	The Commissive Acts				Total
	To promise	To refuse	To threaten	To swear	
Frequency	426	81	8	69	584
Percentage	73%	14%	1,4%	12%	100%
Total (%)	73%	14%	1,4%	12%	100%

The total speeches were produced by the eleventh grade students of language program class at SMA Negeri 1 Kubutambahan were 1050 speeches. They produced various categories of speech acts such as to promise, to refuse, to threaten, to swear, to accept, to offer, to thank, to request, to congratulate and to give opinion. However there were only four speech acts were categorized to commissive acts such as to promise, to refuse, to swear and to threaten. To promise is one of the categories of commissive acts which were frequently used by the students with the total percentage 73%. Promise is a statement of telling someone that we will definitely do or not do something. It is a verbal commitment by one person to another to do (or not to do) something in the future (Oxford Dictionary, 2008).

It was found that the students used four patterns in producing the act of promising. The patterns were the subject followed by the verb and to infinitive as well as the object (with the verb "promise"), the next pattern was the subject followed by verb, the object, and the intention of the speaker (with the verb "assure"), the next pattern was the subject followed by the modal "will", the verb and the object. The last pattern was the verb "promise" followed by the objective pronoun "me" and followed the intention of the speaker. For example:

(S13.1) *I promise will never naughty*

(S3.3) *I assure you that will to gather work tomorrow, miss*

(S16.9) *Of course I will come to your party*

(S20.1) *Promise me that you will always wake up early*

In our daily life, we usually refuse something which did not fit to our interest. It was similar to the eleventh grade students of language program class who used the act of refusing with the total percentage 14%. The students used the act of refusing to show negative responses to invitations, requests, offers, suggestions, helps, love and etc. There were three patterns used by the students in producing the act of refusing. The pattern were the subject followed by to be, the apologizing word "sorry" and the refusal statement, the second pattern was the usage of the word "no" then directly followed by the refusal statement and the last pattern was the usage of the statement "thank you/I'd love to which followed by the refusal statement. The following were the examples of each pattern used by the students in producing the act of refusing:

- (S11.3) *Sorry I don't love you because you best my friend*
 (S32.4) *No, thank you. I can do it*
 (S20.1) *Thank you but I after like someone*

The students used the act of swearing to show a serious promise. It means that the students wanted to give more emphasize that they would definitely do or not to do something. It was found that there were some students who used the act of swearing with the total percentage 12%. Swear is an act which shows that you make a serious promise to do something or you say or promise something solemnly (Oxford Dictionary, 2008). On the act of swearing there were found three patterns used by the students. The patterns were the subject directly followed by the verb, to infinitive, and the object (with the verb "swear"), the next pattern was the subject followed by the word "truly/really", the verb and the object as well, the last pattern was the word "please" followed by the verb, the objective pronoun "me" and the intention of the speaker. The following were the examples of each pattern used by the students in producing the act of swearing:

- (S10.21) *I swear I must be good people*
 (S11.29) *I truly love you endlessly*

- (S28.5) *Please believe me good that I will be your girlfriend*

Based on the table above, the acts of threatening had a total percentage 1,4%. It due to the threatening conveyed information in which it could give troubles or danger to somebody. Threat referred to a statement of an intention to punish or harm somebody. This statement can make a trouble, danger or disaster to person or thing (Oxford Dictionary, 2008). On the act of threatening there were found two patterns used by the students. The patterns were the subject followed by the verb, to infinitive and the object. The last pattern was the interrogative sentence by using modal. The following were the examples of each pattern used by the students in producing the act of threatening:

- (S15.1) *I to swear will kill you*
 (S20.1) *I promise I will kill him later*
 (S22.2) *Would you like me hit the people, sir?*

There were also found that some students produced other categories of speech acts namely the act of accepting, the act of offering, the act of thanking, the act of requesting, the act of congratulating and the act of giving opinion. The act of accepting had the total percentage 21,3%, the act of offering had the total percentage 54,5%, the act of thanking had the total percentage 16,3%, the act of requesting with the total percentage 0,8%, the act of congratulating with the total percentage 0,2% and the act of giving opinion with the total percentage 0,2%. The following were the examples of other categories of speech acts:

- (S24.8) *Thank you very much for inviting me. I'd love come to your dinner, sir*
 (S4.14) *Could I help you to bring the book, sir?*
 (S2.13) *Would you like to help me make a cup coffee?*
 (S3.17) *In my opinion, I think this is a not as*
 (S5.23) *Thanks for today friend*
 (S6.7) *Mom, happy birthday. I love you very much*

When the students produced the speech acts, their speeches were influenced by the circumstance or the social context. They have different speech styles and their speech styles depended on the situation and the condition of its social context. The researcher found that the students used 63,6% of formal language and 37.1% of informal language in using commissive acts. The frequency of speech styles used in term of formality can be seen on the table below:

Table 2. the commissive acts by styles produced by the eleventh grade students

The commissive acts	The speech styles	Frequency	Percentage
To promise	Formal	280	48,4%
	Informal	146	25.2%
To threaten	Formal	0	0 %
	Informal	8	1,3%
To refuse	Formal	13	2.2%
	Informal	68	11.7%
To swear	Formal	68	11.7%
	Informal	1	0,1%
Total formal speech styles (%)			62,3%
Total informal speech styles (%)			38,3%

The students mostly used formal language with the total percentage 62,3% rather than informal language with the total percentage 38,3% in their speech. It was because the students wanted to be more polite to people they talked with. In this case they wanted to build a good relationship with others in their interaction. In this case, the student used formal language in using commissive acts in their speech to make other people understand and easily catch the meaning of their speech. When the meanings of the speeches were clear the students (as the speaker) as well as the hearers would have the same perception and they could reach the goal of the interaction.

The students tried to be as close as possible to the basic Standard English. The students tried to produce the language explicitly in order to avoid ambiguity. Since the more formal the message would have the less chance to be misinterpreted

between the speakers and the hearers. From the example "I promise to my teacher that I will study hard now" was the act of promising taken from the speech by the twelfth student. In this case the student made a promise to the teacher to study hard. The students tried to use the basic Standard English and the appropriate grammar and diction in expressing his/her intention.

It was also found that some students tended to use informal language. When the students used informal language, their choice of words also influenced by the participant to whom they talked to, the setting of the conversation in which it also involved the social context, the topic of the discussion, and the reason for doing that. The students used the informal language among friend or colleague and siblings. As we knew that this kind of style was more flexible and direct. The students usually used this kind of style in their relax time and some students sometimes used the shortened and the disappearing word.

For the example was taken from the fourth student in which the student used the act of promising informally by saying "I will come your birthday party" to show explicitly that he/she would come to somebody birthday's party. The next example was taken from the seventeenth student in which the student used the act of refusing informally by directly saying "No, thanks". The last example which produced by the fourth student also used the informal language by shortening the language "don't".

After identifying and categorizing the commissive acts and speech styles then it was needed to identify errors committed by the students. In language learning, the students were potential to make error in term of grammar and diction. This could happen when the students did not comprehend fully about the rules of the language. In this case, the researcher found some errors committed by the students in their speeches. The students committed 81,3% of grammatical error and 19,3% of diction error. There were some types of grammatical error which were committed by the students in this study namely misused of singular and plural noun, misused of verb

tenses, misused of subject-verb agreement, misused of pronoun, misused of articles, misused of preposition and the used of sentences without verb. The following were the examples of each error committed by the students:

a. Misused of singular and plural noun

Noun as a part of speech has some function in the sentence. A noun can be used as a subject, object, complement, and etc. In this case, a noun can be in the form of singular and plural. A plural noun can be formed by adding “-s/-es” at the end of the noun. The following were the examples of grammatical errors in terms of misusing of plural noun committed by the students:

(S2.15) *Some apple?*

(S26.20) *I'm promise to become people success*

In this type of error, the students tended to mark plural nouns with singular forms. The students committed the same type of mistake when facing problems with the plural form of singular nouns in English. The first example showed that the students misused the singular noun. The words “apple” should be in the form of plural nouns because before the noun there was the word “some” in which it was a sign that the things being offered were more than one. The next example was taken from the twentieth speech produced by the twenty sixth student. The example showed that the student misused the plural noun “people” in this case the students should use the singular form of people. So the statement could be *success person* instead of *success people*.

b. Misused of verb

In producing their speeches, the students tended to misuse the verb. Some students missed the verb in their speech, others made the errors on the verb tenses. There were also students who misused the infinitive as well as the interrogative form. As language learner, we should use the language based on

the rules of the language itself. A sentence should have at least a subject and a verb. When the verb was missing, it would be difficult to determine what the subject did. The following were the examples of speeches without verbs produced by the students:

(S1.4) *I promise I will never your dog*
(S21.27) *I'm swear tomorrow*

Based on the examples above, the students produced their speeches without the verb. The first example was taken from the fourth speech produced by the first student. In this case, the student missed the verb and it was difficult to determine what the subject would do to the dog. The next examples showed that the student also did not use the verbs and it was hard to decide what action that was taken by the subject. These speeches would convey less information for the hearers.

Verb tenses always refer to its relation to the time. The verb tense can tell what has happened, what will be happened, what is happening, etc. In relation to the statement, the researcher found that some students committed themselves to grammatical errors in terms of verb tenses. The following were the examples of error committed by the students:

(S1.28) *Yes, I like kills dog*

(S10.14) *I'm will offer jacket with you*

The first example was the twenty eighth speech from the first student. It showed that the student misused the simple present tense. The student added “-s” at the end of the verb in which it should be the verb “kill” stand alone without addition. The next example was the misused of future tense. In this case the students tended to switch between the present tenses and the future tense. The student used “to be” before the word “will” in this case the used of “to be” indicated the speech was a kind of nominal speech or passive voice.

c. Misused of infinitive

Infinitive refers to the basic form of a verb. The infinitive form of a verb is usually indicated by to such as to come, to go and to swim. The following were the example of errors committed by the students in terms of infinitive errors:

- (S17.10) *Yes, I'd love go with you*
 (S27.28) *Would you like me to helping you work?*

Based on the examples above, it could be seen that the first example missed the word "to" before the word "go". Then last example showed that after the word "to" the student used the present participle (-ing form). In this case the verb after the word "to" should be the basic form of the verb itself such us "to help".

d. Misused of pronoun

Pronouns usually use to replace nouns. The researcher found that some students faced difficulty in using pronoun such as objective pronoun, possessive pronoun as well as intensive pronoun. The following were the examples of misusing the pronoun by the students:

- (S4.5) *I promise I will be give your flowers.*
 (S10.1) *I'm promise me will always study*
 (S21.3) *I want you to promise don't forget you*

The first example was the fifth speech from the fourth student. From the example the student misused the possessive pronoun "your". In this case the possessive pronoun "yours" could be replaced into the objective pronoun "you" because the word "you" acted as an object in the speech.

The next example was the first speech produced by the tenth student. The student misused the objective pronoun "me". The objective pronoun "me" could be replaced into the

intensive pronoun "myself" to give emphasize to its antecedent. The last example was the third speech from the twenty first student. In this case the student misused the objective pronoun "you". It already acted as an object but the subjective pronoun and the objective pronoun did not match. The student could replace the word "you" into "me". The speech could be "I want you to promise to not forget me".

e. Misused of articles

Another problem that was faced by the students in producing the speech acts was the misused of articles. According to the Oxford dictionary, "definite articles" refer to the word "the" as it is indicative of something specific. On the other hand, the "indefinite articles" unusually refer to the use of "an" and "a" which indicates something unspecific and it also used to refer to particular member of group/class. The indefinite article also used with a singular noun to say something. The following were the examples of errors committed by the students:

- (S7.5) *Do you want a orange?*
 (S16.20) *It's a deal tomorrow we are go to school together*
 (S31.28) *Would you like a umbrella?*

Based on the examples above, the first and the last examples were the errors made by the students in terms of misusing the indefinite article "a". In this case, the indefinite article "a" was used when the following word starts with the consonant sound. However the word "orange" from the first example and "umbrella" from the last example were begun with the vowel sound and it should be used the indefinite article "an". The second example was the twentieth speech from the sixteenth student. The example showed that the student missed the definite article "the" before the word "school" because the school refers to specific place where the students usually come to gain knowledge.

Diction or choice of words refers to the way in which the words are used in speech/writing. Our choice of words in conversation usually affected by the context to whom we are talking to, where the conversation taking place and the topic we are talking about. The suitable diction in an appropriate place will give positive atmosphere to the conversation itself. In relation to the statement, to be able to speak by using appropriate diction, the sufficient vocabulary is needed. In this case, the researcher found that there were errors committed by the students in terms of diction. The following were the errors committed by the students in terms of diction errors:

- (S2.4) *I will be always be pity my friend*
 (S11.3) *I'm promise I will come to school more begin again*
 (S14.16) *Would you like me to sleep in the my house?*
 (S23.2) *I give you my word that I will accompany you a moment your sad and glad*
 (S29.6) *Would you hope my pen for write now, sir?*

The first example was the fourth speech from the second student. From the example the student used the word "pity" to show his/her feeling. Based on the result of the interview, the word "pity" refers to the feeling of love to his/her friend. The next example was the third speech from the eleventh student. The example showed that the student made a promise to come to the school early in the morning. However the student used the phrase "more begin again" instead of "early in the morning".

The third example was the sixteenth speech produced by the fourteenth student. In this case the student used the statement "in the my house" to show that she/her offered himself/herself to sleep in somebody's house. The student used the possessive pronoun "my" in which it should be the possessive pronoun "your" and the students should omit the article "the". The fourth example from the fourteenth student showed that the student used inappropriate diction by saying "a moment your sad and glad" in which it could be replace into "when

you are sad or glad". The last example was taken from the twenty ninth student and it showed that the act of offering might be replaced by saying "May I get you a pen to write, sir?"

When the students committed some errors in their speeches, there were two major sources of errors. The first source is interference from the native language with the total percentage 19,7%, while the second source can be attributed to intralingual and developmental factors with the total percentage 80,2%. The following were the examples of errors that came from the interference of the students' native language:

- (S3.4) *Promise me that you will not anymore to repeat mistake which before*
 (S19.1) *Promise me that you will buy shoes new*
 (S32.22) *I swear I must always say honest, mom*

The examples showed that the students' errors came from the interference from the students' mother tongue. The previous learned structures create problems for the students to learn the foreign language. From those examples, the students did not have the sufficient knowledge toward the foreign language, so the students applied the ruse of their mother tongue toward the target language.

The second source of error was known as Intralingual and developmental errors. This type of error happened because it was difficult for the students to apply the rules within the target language and the failure to apply the target language in the appropriate situation as well. The following were the examples of the errors committed by the students in term of the sources of error.

- (S12.29) *I'm sorry. I don't like to ice cream*
 (S14.2) *I promise you that can always practice play football*
 (S21.26) *I'm promise that I will give you gift tomorrow*
 (S33.9) *Thank you so much for you help, sir. It really help me.*

The examples above were taken from the students' speeches. In this case the students' errors came from the intralingual and developmental factors. The first example was the twenty ninth speech from the twelfth student. The first example showed that the student failed to observe the restriction of the existing structure in which the application of rules to context where they do not apply. In this case the student misused the preposition "to" in the speech in which it could be replaced by using the definite article "the". It was similar to the second example in which the student ignored the rules of the existing structure. The example showed that the students produced the speech without the verb after the part of speech "I promise you".

The next example was the twenty sixth speech produced by the twenty first student. In this case, the student formed a false concept hypothesized. Based on the result of the interview, the student thought that "am/'m" was the marker of the present tense. He/she produced "I'm promise that I will give you gift tomorrow". The last example was the ninth speech by the thirtieth student. From the example the student produced the speech "It really help me" in which the student missed the addition "-s" at the on the verb "help" because the subject was the third person pronoun. In this case the student used of one form or construction in one context and extending its application to other contexts where it should not apply.

D. CONCLUSION

Referring to the finding and discussion of this study which was presented in the previous chapter, it can be concluded that;

a. The speech acts used by the eleventh grade student of language program of SMA Negeri 1 Kubutambahan were to promise, to refuse, to threaten and to swear, to accept, to offer, to thank, to request, to congratulate and to give opinion. However there were only four speech acts which were categorized into commissive acts namely to promise, to refuse, to swear and to threaten. The commissive acts which frequently used by the student was the

acts of promising with the total percentage 73% and the least frequently used was the act of threatening with the total percentage 1,4%.

- b. There were several patterns found on each category of commissive acts. It was found that there were four patterns on the act of promising. The patterns were the subject followed by the verb and to infinitive as well as the object (with the verb "promise"), the next pattern was the subject followed by verb, the object, and the intention of the speaker (with the verb "assure"), the next pattern was the subject followed by the modal "will", the verb and the object. The last pattern was the verb "promise" followed by the objective pronoun "me" and followed the intention of the speaker. There were three patterns on the act of refusing. The pattern were the subject followed by to be, the apologizing word "sorry" and the refusal statement, the second pattern was the usage of the word "no" then directly followed by the refusal statement and the last pattern was the usage of the statement "thank you/I'd love to which followed by the refusal statement. On the act of swearing there were found three patterns. The patterns were the subject directly followed by the verb, to infinitive, and the object (with the verb "swear"), the next pattern was the subject followed by the word "truly/really", the verb and the object as well, the last pattern was the word "please" followed by the verb, the objective pronoun "me" and the intention of the speaker. On the act of threatening there were found two patterns. The patterns were the subject followed by the verb, to infinitive and the object. The last pattern was the interrogative sentence by using modal.
- c. The speech styles used in terms of formality by the eleventh grade student of SMA Negeri 1 Kubutambahan were 62,3% of formal language and 38,3% of informal language. The students used the formal language when they had a conversation with the teacher or the people who were older than them. They

used formal language to avoid ambiguity and misunderstanding to the hearers. The informal language used when the student talked with their friends, colleagues or siblings. They used the informal language in a less formal situation and they usually used shorten words.

- d. The errors committed by the students were 81.3% of the grammatical errors and 19.3% of the diction errors. In terms of grammatical error the student usually made the errors in terms of misused of the verb, misused the pronoun, misused the singular and plural noun, and misused the article. The diction error referred to the choice of words which was used by the student in their speeches inappropriately. The diction would affect the atmosphere of the conversation.
- e. There were two types of sources of errors committed by the students namely interlingual in which it was the interference of the mother tongue toward the target language with the total percentage 19,7%. The second source

of error was intralingual and developmental factors with the total percentage 80,2%. This source of error happened due to the difficulty of the second/target language. Intralingual and developmental factors could be in the form of overgeneralization, the ignorance of rule restrictions or under differentiation and incomplete learning, false concepts hypothesized as well.

E. SUGGESTION

For other researcher who will conduct the same research in the same field, elaboration and relevant resources are highly required as a basic of the research. It due to the limitation of research that had already conducted on the field of speech act used among the eleventh grade students of language program of SMA Negeri 1 Kubutambahan. It is necessary to gain more valid and reliable findings and also deeper discussion related to the topic by spending more time to do research with the wider scope of the study.

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