



**COMMON ACTIONAL COMPETENCE USED
BY THE STUDENTS IN SENDING SMS TO THE LECTURERS**

**(The Case of English Department Students
of Semarang State University)**

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by

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BY THE STUDENTS IN SENDING SMS TO THE LECTURERS

(The Case of English Department Students of Semarang State University)

yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, browsing internet, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

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Yang membuat pernyataan

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DEDICATION

To My beloved big family

All my greatest friends

My lecturers

My future soul mate



MOTTO

Do not wish to be like anyone, except in two cases i.e.:

- A man whom Allah has given wealth and spends it righteously
- A man whom Allah has given wisdom or knowledge and acts according to it and teaches to other” (Al Hadith)



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I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticisms are always needed for its betterment. I hope this final project will be useful for all the readers especially for college students.

Semarang, August 05, 2009

Libra Hastamiwati

ABSTRACT

Hastamiwati, Libra. 2009. *Common Actional Competence Used by The Students in Sending SMS to The Lecturers*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Warsono M.A., Second Advisor: Frimadhona Syafrii, S.S, M.Hum.

Key Words: actional competence, SMS, and qualitative research.

This final project is based on a study which attempted to describe common actional competence that the students use in sending SMS to the lecturers. Many lecturers feel disappointed with the language that students used in sending Short Message Service (SMS) in order to communicate with them. Talking about communication, we cannot be separated from communicative competence; one of which is actional competence. Therefore, I tried to observe the common actional competence used by the students in sending SMS to the lecturers. There were two problems discussed: (1) What common actional competence do the students use in sending SMS to the lecturers? (2) How should the students' language be in sending SMS to the lecturers? Therefore, the aims of the study were (1) to describe common actional competence that the students use in sending SMS to the lecturers. (2) to find out how the students' language should be in sending SMS (Short Message Service) to the lecturers. Data were obtained from SMS that the lecturers received from students. After collecting data, I classified the data based on actional components. Then I analyzed it. In analyzing the data, I employed qualitative approach. Quantification in the form of percentage was made to support the analysis. For the sake of newness and specificity, I highlighted the model of actional competence proposed by Celce-Murcia et al. (1995). The analysis started from the diction, language use, choice of time and actional competence. The last step is drawing conclusion. Research finding told us that the appearing components are *interpersonal exchange* (59.80%), *information* (20.59%), *suasion* (1.96%), *problems* (13.73%) and *future scenarios* (3.92%). The components that do not appear are *opinions* and *feelings*. The biggest percentage of interpersonal exchange is not surprising since interpersonal exchange is very crucial in communication. I finally conclude that only five of the seven components proposed by Celce-Murcia et al. are employed by the students in sending SMS to the lecturers. Those components are *interpersonal exchange*, *information*, *suasion*, *problems*, and *future scenarios*. The common actional component used by the students in sending SMS to the lecturers is interpersonal exchange. The language used should be in the polite form, and to achieve it, the sender can apply components of actional competence, they are *interpersonal exchange*, *information*, *opinions*, *feelings*, *suasion*, *problems*, and *future scenarios*.

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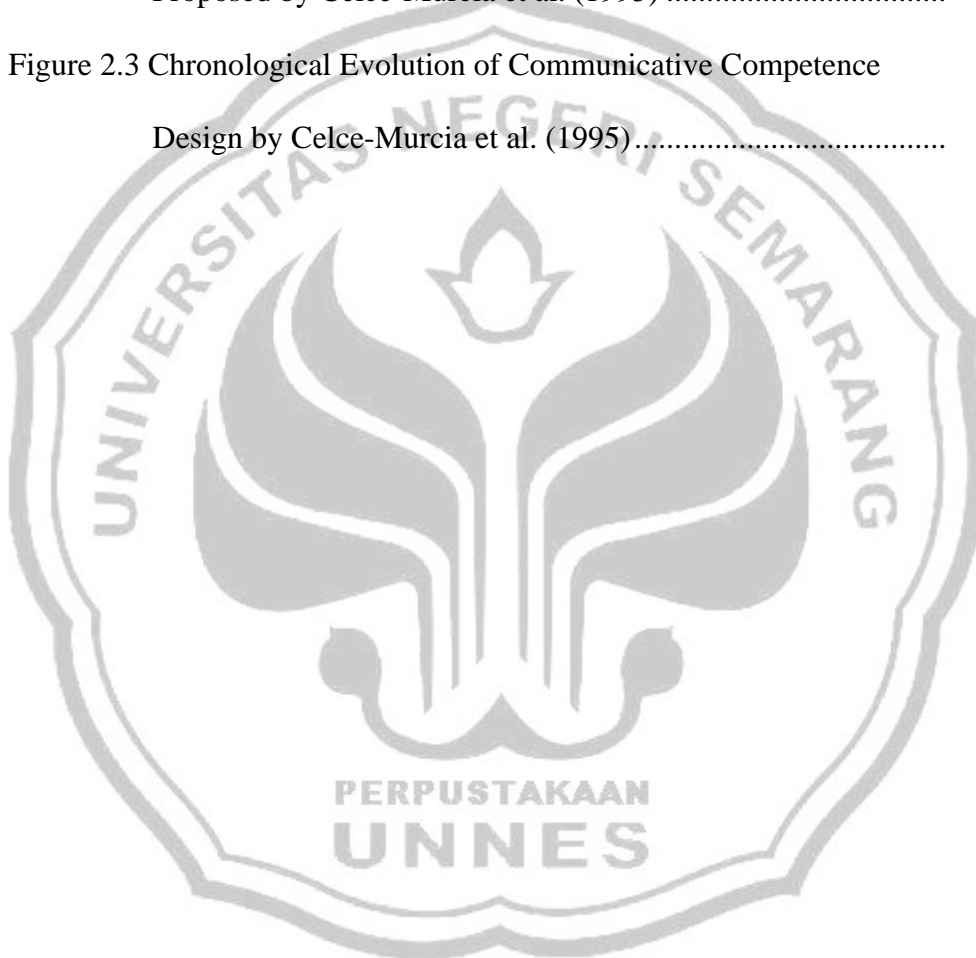
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CHAPTER I

INTRODUCTION

This chapter contains six parts. The first part is background of the study. The second part is reasons for choosing the topic. It is followed by the third part which presents statement of the problems that is going to be solved through out this study. The fourth and fifth parts are objective of the study and significance of the study. The last part of this chapter is outline of the study.

1.1 Background of the Study

In the human being society, communication is a basic human activity, and the basis of all human communication is called language. Language is significant since it is a means of communication. Through language, people are able to share messages, their thoughts and express their feelings. Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995:662).

The function of language is to communicate. Lubis (1988: 10) says that one form of communication is the interaction between speakers. The interaction includes the way speakers convey meaning and express their feelings, what people do with words and utterances and then form good sentences to be sent to other speakers. However, misunderstanding can always occur in daily life conversation, because the speakers do not find appropriate words to express their feelings, even

though the speakers try to use the media of communication properly. Since it deals with the message being conveyed, one way to overcome this is to have what so called communicative competence. As stated by Hymes (1972), communicative competence is the knowledge that enables someone to use a language effectively for real communication, which involves two or more speakers. These speakers interact with each other in the form of oral or written communication and stimulate each other to respond to what each says.

The component of communicative competence that relates to the way students convey and understand their intent in communication is what we call actional competence. This competence involves knowledge of how speech acts and language functions are patterned and sequenced in real-life situations (Celce-Murcia et. al., 1995:17-21).

Indonesia, as a country whose native language is not English, is tied to English because English becomes a world language (Kreher et.al, 1993:21). Nowadays, many Indonesian people study English. English is very important in taking part in international world, such as exploring science, technology, art, knowledge, etc. Thus, communicating in English among Indonesian people has greatly increased nowadays.

Realizing that situation, there are many schools and English courses that aim to help Indonesian people to acquire English. However, learning English is a systemic process that takes time to acquire. English is a foreign language to Indonesian students, both children and adults.

However, most learners face some difficulties in delivering daily conversation or written form like Short Message Service (SMS). Sending SMS is not easy, because we should know or understand about the language, context and pragmatics that we can use in it.

English Department as one of the departments of UNNES specializes in English. The learners in the department are taught English theories and practical tasks. Thus, they are required to be able to communicate in English better than those who do not study in that department. That is why they should improve their skill in communicating outside the classroom. They should practice in a real situation in social life with friends, native speakers, lecturers, and so on.

1.2 Reasons for Choosing the Topic

There are some reasons why I have chosen the topic “Common Actional Competence Used by the Students in Sending SMS to the Lecturers”. First, many lecturers feel disappointed with the language which students used in sending SMS in order to communicate with them. Some of the students do not give attention to their language while they are sending SMS to lecturers in order to make appointment or communication. Second, being polite in communication is important for us because we will communicate with other people. It will show our credibility in communicating and people who communicate with us will enjoy the communication. Finally, actional competence in the communication is interesting to be studied. Therefore, I choose this topic.

1.3 Statement of the Problems

Some elaboration upon the topic has been made previously. Nevertheless, to make it more obvious, I would like to state several problems relating to the topic discussed in this final project. Two major problems are already categorized as follows:

- (1). What common actional competence do the students use in sending SMS to the lecturers?
- (2). How should the students' language be in sending SMS to the lecturers?

1.4 Purposes of the Study

Based on the problems stated above, the purpose of the study can be stated as follows:

- (1). To describe common actional competence that the students use in sending SMS to the lecturers.
- (2). To find out how the students' language should be in sending SMS to the lecturers.

1.5 Significance of the Study

The result of the research is expected to be useful for me in that I will get some experiences in understanding and observing the strategies used by the students to maintain the communication, especially when they have to communicate with their lecturers by sending SMS.

It will also be valuable to the college students especially in the English Department so that they can get some experiences and tips about how to maintain communication in sending SMS with their lecturers. This is because they will work in the field of education in the future.

The last, it will give some values to English learning, because the topic of the final project can be used as a reference for improving the ability in maintaining communication in society.

1.6 Outline of the Study

The final project is organized into five chapters. Chapter one presents introduction which comprises background of the study, reasons for choosing the topic, statement of the problems, purposes of the study, significance of the study, and outline of the study. Chapter two presents the theoretical foundation of the study by describing the concept of communication, pragmatic approach, communicative competence, actional competence, and short message service. Chapter three discusses the method of investigation which covers object of the study, role of the researcher, types of the data, method of collecting the data, and method of analyzing the data. Meanwhile, in chapter four I expose the result of the study. Finally, chapter five contains the conclusion of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, I would present three parts, e.g. (1) review of the previous studies which present some studies that have been done related to the topic of this final project. (2) Review of theoretical studies which underline the topic of my study. Those are about theories of general concept of communication, pragmatic approach, communicative competence, actional competence and Short Message Service. The last part of this chapter is (3) theoretical framework which discusses about the summary of chapter II that is going to be used as the basis of my study.

2.1 Review of the Previous Studies

The first part of this chapter is review of the previous studies. Here are some final projects that have been written by the previous students of English department of UNNES that related to the topic. I use them as references in conducting this final project. Research related to this topic includes:

1. Anita (2003), who wrote “Communication Strategies in Conversation between the Instructors and the Students of Aspac English Course”,
2. Fajria (2007), who wrote “Strategic Competence of 2nd Semester Students of English Department of Semarang State University in a Conversation”,
3. Haryani (2007), who wrote “Communication Strategies Used by the Students in a Conversation Class at Lembaga Pendidikan Alfabank Semarang”.

Those are review of the previous studies that have been done by the previous students of English department of UNNES which related to the topic of the study.

2.2 Review of Theoretical Studies

2.2.1 General Concept of Communication

The word communication comes from the verb communicate, which means to give or exchange information, news, ideas, or opinions by speech or writing (Hornby, 1995:229). In other words, communication is the sending of information or news between people. Through communication, people learn from one another the things they want to know. Imagine if human being could not communicate with one another. If a person cannot communicate, he will not talk to other people and no other people will talk to him or teach him anything. Therefore, it would be impossible for him to learn anything.

Communication is a basic human activity and the basis of all human communication is called language. As a device for communication, language is an effective means of expressing ideas and feelings both in spoken and written form to communicate or interact with other people. Moreover, language gives people a way to communicate and help the people socialize in the society.

Communication is stated as ways of sending information from one person to another person. By communicating, we can exchange meanings. Thus, we can choose and interpret the meanings when communicating with others (Elizabeth, 2003:13). It is impossible for someone to live alone without communicating or

interacting with other people. Communication is used for the purpose of their cooperation in the society. It is important for people to provide themselves with the necessities of life. Therefore, people who live in the society should have a good ability in communication.

When someone communicates, it means that he or she talks in a certain situation with others. Communication has its own characteristics. Following are characteristics of communication based on Richards and Schmidt (1983:3-4):

- (1). It is a form of social interaction, and is therefore normally acquired and used in social interaction.
- (2). It involves a high degree of unpredictability and creativity in form and message.
- (3). It takes place in discourse and socio-cultural context which provide constraints on appropriate language use and also clues as to correct interpretations of utterances.
- (4). It is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distraction.
- (5). It always has a purpose.
- (6). It involves authentic as opposed to textbook – contrived language.
- (7). It is judged as successful or not on the basis of factual outcomes.

From the characteristics mentioned above, it can be understood that conversation is defined as the exchange and negotiation of information between at least two individuals using verbal and non-verbal symbols, oral or written or visual modes, and production and comprehension processes.

2.2.1.1 Language as a Means of Communication

In communicating with others, human needs a means to exchange meanings, which later is called language. Language can be used for some

purposes. It depends on the dimension of the language use. There are three dimensions of language (Di Pietro, 1994:6):

(1). Information exchange, with its grammatical orientation

It focuses on grammatical rules. The information or a message can be received if it is in order arrangement. The process of exchange requires knowledge of the speaker in grammatical rule. When someone does not recognize a language, he cannot exchange the information.

(2). Transaction, with its focus on negotiation and the expression of speaker intention

In this dimension, a language is aimed to cover the speaker's intention so that the hearer will follow the way of thinking of the speaker. It is also used for negotiating with others when a man is in an effort of meeting his needs. For example, a man says, "Open the window!" it means that he wants somebody else to open the window. Thus, it needs at least a speaker and a hearer, who should communicate and have a negotiation.

(3). Interaction, with an emphasis on how language works to expose roles and speaker's identities

A language, in the dimension under discussion, is used to identify the speakers' role or identity in the social life. For example, language that is used by a teacher when he/she teaches in the classroom will be different from the language that is used by a merchant. Thus, by using language we can express our ideas, emotion and desires to interact with others.

Based on the form, language can be classified into two categories. They are spoken and written language. They have different roles, both in social life and in education. According to Hammond et al. (1992:13), spoken language, which by its nature is flexible and dynamic, lends itself to discussion, hypothesizing, negotiating, questioning and clarifying. Writing, by its nature, is more dense and fixed and plays role to consolidate, to record, to pass on information, and to summarize arguments on particular topics.

Those roles of language are important. Spoken language, on the one hand, enables people to interact with others to clarify ideas, thoughts, and arguments.

On the other hand, written language provides opportunity to consolidate and then stand back and reflect on what they think about a subject.

2.2.1.2 English as a Foreign Language in Indonesia

Every country in this world has its mother tongue or first language: for example, Japanese in Japan, Chinese in China, Indonesian in Indonesia, etc. The citizens in their social life often use the first language. Nevertheless, now, in a global era, they need to seek an international language that can be used all over the world. English is chosen as an international language to communicate.

Some countries have English as a second language or as a foreign language. For instance, Singapore, Malaysia, and Brunei use English as a second language. They are tied to English, which is used to communicate in daily life (Kreher, 1993:20-21). It is different from the situation in Indonesia. In Indonesia, English has not been used in daily life. It makes the communicative competence, in terms of the ability to communicate with others by using English, of Indonesian people poorer than people in other countries that use English as a second language.

In Indonesia, English is taught as a foreign language. It means that the students do not use it as a means of communication everyday. Even in the English Department of Semarang State University, English is taught as a foreign language. It needs more efforts for Indonesian students to study English than those who live in the countries which apply English as their second language. In this global era, Indonesian learners are expected to be able to communicate in English as well as their mother tongue to reach communicative purposes.

2.2.2 Pragmatic Approach

Pragmatics is a branch of linguistics, which deals with how language is used. Leech (1983:76) says that language consists of grammar, vocabulary, and pragmatics. He then defines pragmatics as a set of strategies and principles for achieving success in communication by the use of grammar. So in this case, pragmatics is interested in the process of producing language and in its producers, not just in the end that is product and language. Whatever the outcome of our preliminary quest for definition, the language user seems to be at the center of attention in pragmatics.

Levinson (1983:5-27) even gives several definitions to the term pragmatics. He defines pragmatics as:

- (1). The study of language use.
- (2). The study of language from functional perspective that it attempts to explain aspects of linguistic structure by reference to non-linguistic pressures and causes.
- (3). The study of those relations between language and context that are grammaticalized, or encoded in the structure of language.
- (4). The study of all those aspects of meaning not captured in a semantic theory.
- (5). The study of the relations between language and context that is basic to an account of language understanding.
- (6). The study of the ability of language users to pair sentences with the contexts in which they would be appropriate.
- (7). The study of deixis (at least in part), implicature, presupposition, speech acts, and aspects of discourse structure.

Similar to Levinson's fifth definition, Fasold (1990:19) states that pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made is also an important factor in a sentence. So, the meaning of language in utterance cannot be separated from the

context, because when the same utterance is uttered in different context, it will also have different meaning. In other words, pragmatics relates to meaning in interaction since this takes into account the different contributions of both speaker and listener as well as that of utterance and context to the making of meaning (Thomas, 1995:23).

Based on elaboration above, it can be understood that pragmatics is defined as the study of language use that related to context of an utterance or sentence. Pragmatics also concerns about the meaning of an utterance or sentence such as deixis, implicature, presupposition, speech acts, and aspects of discourse structure. Therefore, pragmatics is one of branches of linguistics that important in achieving success in communication.

2.2.3 Communicative Competence

As the notions of communication and pragmatic approach have been previously presented and before we go to interpretation of communicative competence, it would be better if we have an insight of what is the difference between performance and competence.

Chomskyan theory (1965) has emphasized language as a property of the mind rather than as social behavior. Chomsky also had distinguished between linguistic competence and performance. Competence is the knowledge of language present in the individual's mind. Whereas, performance is both examples of language that have been produced and the process through which speech is produced and comprehended. Like Chomsky, Taylor (1988) views

“competence” as a state or product, not a process: he distinguishes between “competence” and “proficiency,” saying that the latter, which he describes as the ability to make use of competence, is dynamic and relates to process and function. He further claims that “performance” is what occurs when proficiency is put to use.

When we come to the interpretation of communicative competence, we will be dealing with theories provided by several linguists.

2.2.3.1 Hymes' Model of Communicative Competence

Hymes (1972) distinguishes four sectors of communicative competence: knowledge of what is possible, feasible, appropriate, and actually done. Further interpretation upon the four sectors will be elaborated as follows:

- a) Whether something is formally possible. There are two points accentuated in this very sector. First, Hymes's criterion of possibility encompasses not only linguistic grammaticality but also non-verbal and cultural grammaticality (i.e. conformity to meaningful rules of behavior). Second, this aspect of competence is rather dependent upon (tacit) knowledge and (ability) for use. It cannot be separated from what a person can do (p.282).
- b) Whether something is feasible. This refers to psycholinguistics factors such as 'memory limitation, perceptual devices, effect of properties such as nesting, embedding, branching and the like.
- c) Whether something is appropriate. Appropriateness concerns the relation of language to context. Attention has been concerned particularly on cultural appropriateness, on the way in which an utterance or sequence of utterances may

be grammatical or feasible but inappropriate in a given context. This inappropriateness may be in linguistic (e.g. in Britain, addressing one's new bank manager as comrade) or in line with Hymes's broad interpretation of the term.

d) Whether (and to what degree) something is in fact done, actually performed, and what its doing entail.

In short, based on Hymes's model of communicative competence, we come to the understanding that communication does not only involve the concept of grammaticality but also appropriateness.

2.2.3.2 Canale and Swain's Model of Communicative Competence

They present four components of communicative competence which consist of *grammatical competence, sociolinguistic competence, discourse competence and strategic competence*. What is drawn below is diagrammatic presentation of Canale and Swain's components of communicative competence (1980):

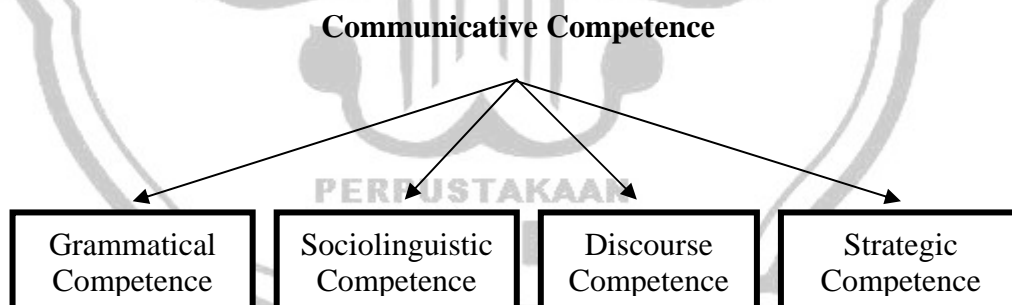


Figure 2.1 Communicative Competences by Canale and Swain (1980)

Further elaboration of the competences mentioned previously will be displayed as follows:

- a. *Grammatical competence* is knowledge of the language code and includes knowledge of lexical items and rules of syntax, vocabulary, pronunciation, etc. This competence displays the physical features of the language.
- b. *Sociolinguistic competence* is the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation).
- c. *Discourse competence* is defined as the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).
- d. *Strategic competence*. This is defined as verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to insufficient competence (1980: 30).

2.2.3.3 Canale's Model of Communicative Competence (1983)

There is no significant difference in the model of communicative competence made in the previous year by Canale and Swain. Canale himself, without trying to modify the previous model, extends the *sociocultural competence* into *sociocultural* and *discourse competence*.

2.2.3.4 Celce-Murcia et al.'s Model of Communicative Competence

Celce-Murcia et al. represent their model of communicative competence as a pyramid enclosing a circle and surrounded by another circle (see figure 2.2). The circle within the pyramid is *discourse competence*, and the three points of the triangle are *sociocultural competence*, *linguistic competence*, and *actional competence*, and the circle surrounding the pyramid is *strategic competence*. The following figure is Celce-Murcia et al.'s Model of Communicative Competence.

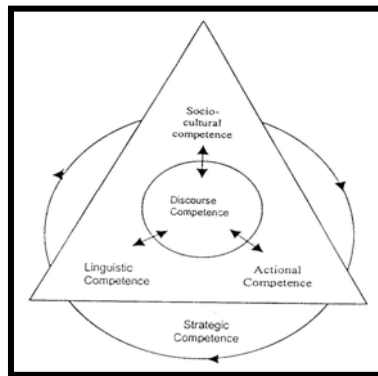


Figure 2.2 Schematic Representation of Communicative Competence Proposed by Celce-Murcia et al. (1995: 10)

The chronological evolution of Celce-Murcia et al.'s communicative competence in relation to Canale & Swain and Canale's *communicative competence* can be viewed right in the following figure:

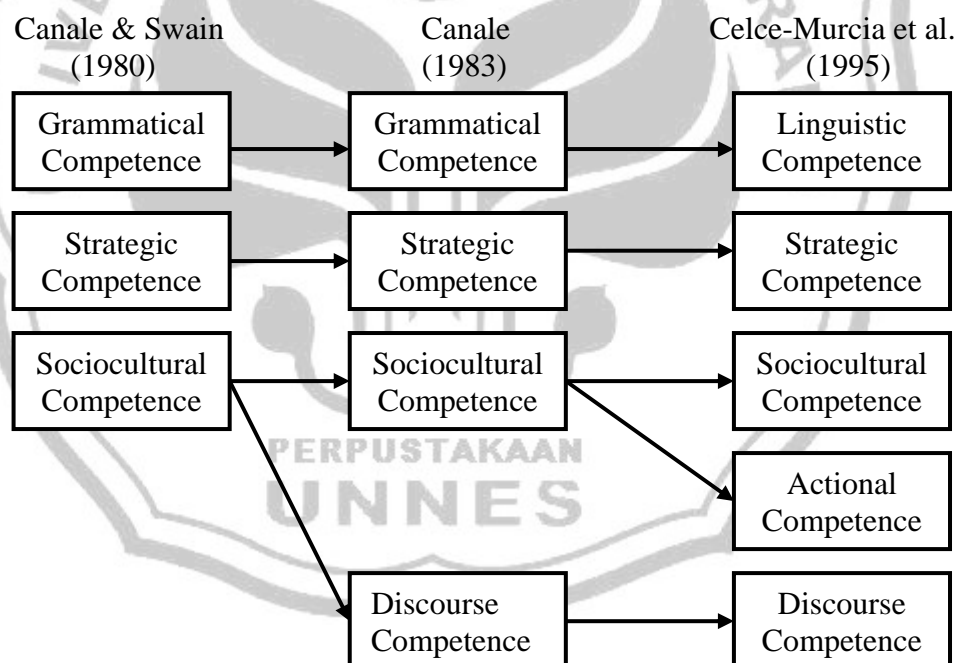


Figure 2.3 Chronological Evolution of Communicative Competence Designed by Celce-Murcia et al. (1995: 11)

Two minor, terminological differences between Celce-Murcia et. al.'s model and Canale and Swain's is first that Celce-Murcia et. al have decided to use the term "linguistic competence" rather than "grammatical competence" in order

to indicate unambiguity that this component also includes lexis and phonology in addition to morphology and syntax. Second, they use the term “sociocultural competence” rather than “sociolinguistic competence” to better distinguish it from actional competence (since the sociolinguistic dimension of communicative competence has traditionally included contextualized language functions), and also to highlight the fact that language resources are in the linguistic, actional and discourse components.

Further explanation about communication competence by Celce-Murcia et. al is elaborated as follows:

- Linguistic competence is defined as knowledge about language. It comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.
- Strategic competence is defined as knowledge of communication strategies and how to use them.
- Sociocultural competence refers to the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use.
- Actional competence is defined as competence in conveying and understanding communicative intent, which is, matching actional intent with linguistic form based on the knowledge of speech act.

- Discourse competence concerns the selection, sequencing, and arrangement of words, structures, and utterances to achieve a cohesive spoken or written text.

In short, based on proposed model of communicative competence by Celce-Murcia et. al., we come to the understanding that communication does not only involve the concept of grammaticality but also communication strategies and actional intent.

Among previously mentioned communicative competence models, Celce Murcia's model is the most complete one because it is a developed model of Canale and Swain's.

2.2.4 ACTIONAL COMPETENCE

Celce-Murcia et. al. (1995:17) stated that actional competence is defined as **competence** in conveying and understanding communicative intent, that is, matching **actional** intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech act sets). In other words, actional competence is the mastery of speech function.

The suggested components of actional competence proposed by Celce-Murcia, Dornyei and Thurrel (1995:22) are divided into two main components, *knowledge of language* and *knowledge of speech act sets*. The further explanation about two main components will be elaborated as follows:

2.2.4.1 Knowledge of Language Function

It includes interpersonal exchange, information, opinions, feelings, suasion, problems and future scenarios.

- a.** Interpersonal Exchange consists of (1) greeting and leave taking, (2) Making introductions and identifying oneself, (3) extending, accepting and declining invitations and offers (4) making and breaking agreements, (5) complementing and congratulating, and (6) reacting to interlocutor's speech, for example: showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.
- b.** Information consists of (1) asking for and giving information, (2) reporting (describing and narrating), (3) remembering and (4) explaining and discussing.
- c.** Opinions consists of (1) Expressing and finding out about opinions and attitudes, (2) Agreeing and disagreeing, (3) Approving and disapproving, and (4) Showing satisfaction and dissatisfaction.
- d.** Feelings consist of expressing and finding out about feelings, for example: love, happiness, sadness, pleasure, anxiety, anger, pain, relief, annoyance, surprise, etc.
- e.** Suasion consists of (1) suggesting, requesting and instructing, (2) giving orders, advising and warning, (3) persuading, encouraging and discouraging and (4) asking for, granting and withholding permission.
- f.** Problems consist of (1) complaining and criticizing, (2) blaming and accusing, (3) admitting and denying, (4) regretting and (5) apologizing and forgiving.
- g.** Future Scenarios consist of (1) expressing and finding out about wishes, hopes, and desires, (2) expressing and eliciting plans, goals, and intentions, (3)

promising, (4) predicting and speculating and (5) discussing possibilities and capabilities of doing something.

2.2.4.2 Knowledge of speech act sets

The notion of a speech act is fairly well understood. Searle and Bierswisch (1980:vii) state that the theory of speech act starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statement, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc.

Based on elaboration above, we come to understanding that in conveying and understanding communicative intent, we can use knowledge of language and knowledge of speech act sets components. Therefore, it will help us in communication in real-life situation, for example sending SMS.

2.2.5 Short Message Service (SMS)

In http://en.wikipedia.org/wiki/Short_message_service, it is stated that Short Message Service (SMS) is a communication procedure allowing the interchange of short text messages between [mobile telephone devices](#). The term "SMS" is used as a synonym for a text message or the act of sending a text message, even when a different procedure is being used. We can also call SMS as media in communication, because it helps communication between human beings on the world.

In <http://wirelessdevnet.com/channels/sms/feature/sms.html>, it is stated that the message (text only) from the sending mobile is stored in a central SMS which then forwards it to the destination mobile. This means that in the case that the recipient is not available; the short message is stored and can be sent later. SMS supports national and international roaming. It means that you can send short messages to any other GSM mobile user around the world.

Nowadays, sending SMS in communication is a usual or common thing. We can communicate with our lecturers, our friends, our families who live in other regions or countries or other people by sending SMS. However, we should think about the language used in sending SMS. The language used in sending SMS to our friends will be different from the language used in sending SMS to our families, and the language used in sending SMS to our lecturers should be different from the language used in sending SMS to our families.

From the language used in sending SMS also, we come to considerate the common actional competence that the students used.

2.3 Theoretical Framework

From the explanation above, I can say that communicative competence is the basic system of knowledge and skills required for communication. There have been so many experts propose their taxonomy of communicative competence. In this final project, I use the suggested components of actional competence proposed by Celce-Murcia et al. (1995) as the framework in analyzing the data for the reason of its specificity and newness.

CHAPTER III

METHOD OF INVESTIGATION

This study was intended to investigate the students' language in sending SMS to their lecturers in their interaction. In method of investigation, I would present object of the study, role of the researcher, research design, methods of collecting data, and methods of analyzing data.

3.1 Object of the Study

The object of the study is the students' language used in sending short message service (SMS) in their interaction with the lecturers.

3.2 Role of the Researcher

In this study, I take the roles as the data collector and data analyzer.

3.3 Research Design

Research design of this final project is qualitative, since the data is collected in the form of words rather than numbers. The written results of the study contain quotation from the data to illustrate the research. This study is descriptive qualitative study which focuses on the analysis of the textual data. The simplest way to define qualitative study is to say that it is a study that involves interpretational data which will be interpreted descriptively.

Qualitative approach focuses on obviously in natural activities of human beings and emphasizes on a specific case. Parallel to this, Miles and Huberman (1994:10) stated that the strength of qualitative data is that they focus in naturally occurring ordinary events in natural setting, so that we have a strong handle on what “real life” is like.

3.4 Methods of Collecting Data

I needed some data to find out whether there was actional competence used by the students in sending SMS to the lecturers. The required data and information were obtained from the SMS that the students had sent to the lecturers.

In this case, firstly I contacted some lecturers to collect the SMS. Then, I classified the SMS based on the components of actional competence components. In other words, a series of procedures or methods used in the research were:

1. Collecting the data, that is SMS from some lecturers.
2. Classifying the data.
3. Analyzing and interpreting the data by showing quantification in the form of table.
4. Drawing the conclusion.

3.5 Methods of Analyzing Data

Though the analysis of this research is in the form of qualitative data, quantification in the form of percentage was made to support the analysis. This

quantification is aimed to reveal which competence is the most frequently used and which one is not. The table of quantification can be seen as follows:

Actional Competence Date/Time	Interpersonal Exchange					...	Etc.
	Greeting or Leave-taking	Introduction	Appointment	Gratitude	Congratulating		
1.							
2.							
3.							
Etc.							
Total							

After quantified the data, I analyzed the language of each SMS. The analyzed data is described by identifying the diction, time and language used and the components of actional competence in SMS.

The identification of the diction, time and language use in the SMS is done by underlying them. After that, I tried to analyze the finding in a form of sentences by using some theories related to actional competence. The following data is one of the data SMS which has been analyzed.

- (1) *Pagi Bu Novi .. ini Ike Septi. Ibu hari ini ke kampus gak? Skripsi yang revisi saya kemarin saya tinggal di meja ibu. (22/07/2008, 09:47am)*

Based on actional competence theories, several things are included in knowledge of language functions. Some of them are interpersonal exchange and information. From the SMS above, we can find greeting that is “*Pagi Bu Novi..*”, but without leave-taking or no expressions of thanks. Nevertheless, when we need someone’s help, we should show our politeness by saying thank for the help. “*ini Ike Septi*” it is an introduction. “*Ibu hari ini ke kampus gak?*”, this sentence

illustrates asking for information. However, the diction is not appropriate. The word “*gak*” is not appropriate when students communicate with lecturers. It should be in the right language, that is, “*tidak*”. The last sentence, “*Skripsi yang revisi saya kemarin saya tinggal di meja ibu*”, shows information. From the analyses above, we can conclude that the sender only asks information whether Bu Novi goes to campus or not.

The ultimate step in this study is drawing conclusion and suggestion.



CHAPTER IV

RESULT OF THE STUDY

This chapter contains three parts. The first part is general description. It is followed by the second part general findings and interpretation and the last part of this final project is discussion of the results.

4.1 General Description

This chapter describes the results and the discussion of the study. I put emphasis mostly on the theory proposed by Celce-Murcia et al. (1995) for the reason of its newness and specificity. There are seven categories of actional competence proposed by them. They are *interpersonal exchange, information, opinions, feelings, suasion, problems, and future scenarios*. I have found the component mostly used by the students in sending SMS to the lecturers, that is *interpersonal exchange* and the components that do not appear are *opinions* and *feelings*. It is so because some students are not close to the lecturers so that they do not have to tell their feelings to the lecturers and they think that they do not have enough courage to show their opinions about something to the lecturers.

From overall SMS that I collected, most of the students seem to use greeting in the SMS. It shows their politeness to the lecturers. After greeting, the students conduct introduction in their SMS. It is important to know who the sender of the SMS is, so that the lecturers will understand the content of the SMS. The most important of all is showing gratitude to the lecturers. Not only to the

lecturers but also to all human beings who have helped us, we have to say thanks. Referring to this, it is not surprising that the most frequently component used in actional competence is *interpersonal exchange*.

Besides interpersonal exchange, the students have to consider the time in sending SMS to the lecturers. The most convenient time is in the morning or in the afternoon, because in this time some lecturers have a lot of activities and it is business time, whereas night time, according to some lecturers is family time. In the family time, some of the lecturers said that they did not want to be disturbed with lecture business. However, some of the students still send SMS in the nighttime. Therefore, as students we have to really consider the time in sending SMS to the lecturers.

4.2 General Finding and Interpretation

The following pages will be the display of the result of data analysis.

Table 4.1 below is part of the findings in the form of quantification. All percentages on the explanation of actional competence as the result of data analysis may refer to the following table:





4.2.1 Interpersonal Exchange

Interpersonal exchange can be defined as the interaction between two persons. It comprises *greeting and leavetaking, introduction or identifying oneself, making appointment, expressing gratitude, congratulating and reacting to the interlocuter's speech*. Interpersonal exchange constitutes the biggest number in use. From one hundred and two components used by the students, sixty one components (59.80%) appear as interpersonal exchange components. It was found out that the most dominant components included in it is *greeting and leavetaking*, whereas reacting to the interlocuter's speech is not used by any students. The following is the elaboration of the kinds of interpersonal exchange that appear in the findings.

a. Greeting and Leavetaking

As I mentioned before, giving greeting and leavetaking in the communication is an important thing and it shows our politeness to other people. Of the sixty-one components included in interpersonal exchange, twenty two components constitute greeting and leavetaking (36.06% of the sixty one components). Greeting and leavetaking are the most dominant components of interpersonal exchange used by the students in sending SMS to the lecturers.

b. Introduction or Identifying Oneself

Introduction or identifying oneself is an important thing especially in sending SMS to the lecturers. It is because not all lecturers remember their students' names, so that the students have to introduce themselves even if they only mention their names. Compared with greeting and leavetaking, these components

are more rarely used; that is nineteen times which means thirty one point fifteen percent (31.15%) of the sixty one components included in interpersonal exchange.

c. Making Appointment

Within the findings, only two components appear as making appointment; which means three point twenty eight percent (3.28%) of the sixty one components included in interpersonal exchange.

d. Expressing Gratitude

The use of this component of interpersonal exchange reaches twenty seven point eighty seven percent (27.87%) of the sixty one components appearing as interpersonal exchange.

e. Congratulating

From the findings, the student uses this component one time, which is in celebrating Idul Adha Day. It means one point sixty four percent (1.64%) of the sixty one components appearing as interpersonal exchange.

4.2.2 Information

Information is concerned with asking for information, reporting, remembering and explaining or discussing. The use of information reaches twenty one components, which means twenty point fifty nine percent (20.59%) of the whole components. All of the components of information appear in the findings, and the most often used component included in it is *asking for information*. The following is the elaboration of the kinds of interpersonal exchange that appear in the findings.

a. Asking for Information

Over the whole findings, there are fourteen cases of asking for information; which means sixty six point sixty seven percent (66.67%) of the components that constitute information.

b. Reporting

Of twenty one components that appear as information, three of them are reporting; which means its use reaches fourteen point twenty nine percent (14.29%).

c. Remembering

This kind of component was used only two times by the student; which means nine point fifty two percent (9.52%) of the twenty one components appearing as information.

d. Explaining or Discussing

Just like remembering, this component also appeared only two times in the findings. It means nine point fifty two percent (9.52%) of the components that comprise information.

4.2.3 Suasion

Suasion consists of (1) suggesting, requesting and instructing, (2) giving orders, advising and warning, (3) Persuading, encouraging and discouraging, and (4) asking for permission. There were only two components used by the students, which means one point ninety six percent (1.96%) of the whole components.

I only found asking for permission as the representative of suasion in the findings. It means that one hundred percent (100%) of the components that constitute suasion.

4.2.4 Problems

Problems component comprises (1) complaining and criticizing, (2) blaming and accusing, (3) admitting and denying, (4) regretting, and (5) apologizing and forgiving. From the overall one hundred and two components employed by the students, fourteen components (13.73%) appear as problem components. There are only two out of five components of problems that appear in the findings. They are admitting and apologizing.

a. Admitting

Based on the findings, there are nine components that appear as admitting; which means sixty four point twenty nine percent (64.29%) of the fourteen components included in problems.

b. Apologizing

There are five components of apologizing; which means thirty five point seventy one percent (35.71%) of the components in problems.

4.2.5 Future Scenarios

Future scenarios contain (1) expressing and finding out about wishes, hopes, and desires, (2) expressing and eliciting plans, goals, and intentions, (3) promising, (4) predicting and speculating, (5) discussing possibilities and capabilities of doing something. Two out of five components from the whole components were used by the students in sending SMS to the lecturers as part of

future scenarios. It means only three point ninety two percent (3.92%). They are expressing hope and expressing plan.

a. Expressing Hope

Three components appear in the findings which express hope. It means seventy five percent (75%) of the component of future scenarios.

b. Expressing Plan

There was only one component functioning as expressing plan was used, which means only twenty five percent (25%) of future scenarios component.

4.3 Discussion of the Results

The following part of the result of the study is the analysis of the findings based on time, diction, and language use by the students.

- (1) *Good afternoon, bu Novia. Hope bu Novi great. I have a good news, bu, I missed my flight this morning. (lupa kalo waktunya beda 1jam dari jam saya, tapi sekarang saya dah di Jatim. Tetep go home tapi by bus. Doakan semoga besok tidak telat tes ppsnya ya, bu & good luck untuk bu Novi. Thanks. (03/07/08 04:21 pm)*

In sample (1), based on the choice of time, 04:21 pm is still in the afternoon and it makes sense to send SMS to the lecturers.

We can find greeting component, that is “*Good afternoon, bu Novia. Hope bu Novi great*”. Then the statement “*I have a good news, bu*” shows that the sender wants to tell something. Related to information component, this statement is included in reporting. The sender reported her experience. The statement that show the report is “*I missed my flight this morning. (lupa kalo waktunya beda 1jam dari jam saya, tapi sekarang saya dah di Jatim. Tetep go home tapi by bus.*” After

that she expressed a prayer (*Doakan semoga besok tidak telat tes ppsnya ya,bu*). Finally, she expressed gratitude to Bu Novi.

From the diction and language use, I think the language variety used is not proper for students who send an SMS to lecturers, because the language used is similar to language used to their friends, whereas lecturers is our teacher and politeness should be shown when we interact with them. From the analyses above, I can conclude that the sender just wants to share her experience and asks Bu Novi for prayer.

(2) *Selamat pagi,bu Novia.Saya afi.Untuk bimbingan skripsi saya kapan ya bu?jadi hari ini?terima kasih. (14/07/08, 07:28 am)*

In sample (2), the choice of time is good enough that is in the morning. There is also greeting and introduction in the sentences “*Selamat pagi,bu Novia.Saya afi.*” . “*Untuk bimbingan skripsi saya kapan ya bu?jadi hari ini?terima kasih.*” Based on these sentences, there are asking for information and expressing gratitude components. From the analyses above, I can conclude that the sender needs some information from bu Novia about supervising her final project.

(3) *Ass, maaf buk hr ini bisa bimbingan jam brp? Thx. Wss. Elly (14/07/08, 08:30 am)*

The sample above is the example of using greeting and leavetaking, identifying herself, asking for information and also gratitude. However, she used incomplete sentences in her SMS, whereas sending SMS to the lecturers is different from sending SMS to her friends. It is better to use full sentences in order to avoid misunderstanding. We should also really concern about the diction

and the sentences when sending SMS to the lecturers. The choice of time in this sample is still in the morning. From the analyses of the content of the SMS, it can be concluded that the sender is asking for information about her final project supervision.

- (4) *Maaf bu, Ini Wahyu. Saya mau minta tanda tangan.Kapan kira2 Bu Novi bisa ke kampus?Thanks. (14/07/08, 07:21 pm)*

There is no greeting and leavetaking in the sample above. “*Ini Wahyu.*” is introduction component. “*Saya mau minta tanda tangan.Kapan kira2 Bu Novi bisa ke kampus?*” The diction in this sample is impolite because the word “*mau*” is not an appropriate word for the lecturers. The appropriate word is “*ingin*”. The word “*bisa*” shows that the sender insists Bu Novi to come to the campus, and this word can be eliminated, so the sentence becomes “*Kapan kira-kira Bu Novi ke kampus?*” because as students, we are not allowed to insist on the lecturers’ doing something because actually, the lecturers do not need to meet us. The last component is expressing gratitude. Based on actional competence, “*Saya mau minta tanda tangan.Kapan kira2 Bu Novi bisa ke kampus?*” belongs to asking for information component. The choice of time of this sample is 07:21 pm, it means that it is in the evening. The content of SMS above is the sender only asks for Bu Novi’s signature.

- (5) *Slmat pagi bu, sy agustina.hr ini ibu ke kampus jam brp? trmksh (15/07/08, 06:49 am)*

From sample (5), there are greeting and introduction components in “*Slmat pagi bu, sy agustina.*” sentences. Although there is an expression of gratitude, the language used and the diction in “*hr ini ibu ke kampus jam brp?*”

are impolite. As I stated before, the lecturers should not be equalized to our friends. Thus, we should use polite sentences to them. This sentence is asking for information component. Based on the choice of time, that is 06:49 am, it is in the morning and it is still in an appropriate time to send SMS to the lecturers. From the analyses above, I can conclude that the sender only asks for information whether Bu Novi goes to campus or not.

- (6) *Pagi bu Novi...Ni Ike Septi. Ibu hari ini ke kampus gak?Skripsi yang revisi saya kemarin saya tinggal di meja Ibu. (22/07/08, 09:47 am)*

Based on actional competence theories, several things are included in knowledge of language functions. Some of them are interpersonal exchange and information. From the SMS above, we can find greeting that is “*Pagi Bu Novi..*”, but without leave-taking or no expressions of thanks. Nevertheless, when we need someone’s help, we should show our politeness by saying thank for the help. “*Ni Ike Septi*” is an introduction. “*Ibu hari ini ke kampus gak?*”, this sentence illustrates asking for information. However, the diction is not appropriate. The word “*gak*” is not appropriate when students communicate with lecturers. It should be in the right language, that is, “*tidak*”. The last sentence, “*Skripsi yang revisi saya kemarin saya tinggal di meja ibu*”, shows information. Based on choice of time, it is still in the morning. From the analyses above, I can conclude that the sender only asks for information whether Bu Novi goes to campus or not.

- (7) *Selamat pagi bu novia ... apakah hari nie Jadi ke kampus? Terima kasih (12/08/08, 07:35 am)*

In sample (7), “*Selamat pagi bu novia*” is greeting component. Similar to sample (4), the word “*Jadi*” in the sentence “*apakah hari nie Jadi ke kampus?*” is not appropriate and can be changed into “*apakah hari ini saya bisa bertemu dengan ibu di kampus?*”. It is more polite than before. Based on actional competence, it belongs to asking for information. The sender also expresses gratitude to the lecturer. For 07:35 am is one of the best times to send SMS to the lecturers. From the analyses above, I can conclude that the sender only asks for information whether Bu Novi goes to campus or not.

- (8) *Pagi bu,
Revisian sudah saya taruh di meja ibu.
Kalau boleh tau, kira2 bisa saya ambil hari apa?Trima kasih.
Anandha (20/08/08, 08:11 am)*

Based on choice of time, it is still in the morning, whereas, based on the theory of actional competence, “*Pagi bu,*” comprises greeting component. “*Revisian sudah saya taruh di meja ibu.*” is information from the sender that she has put the final project on the table, but the word arrangement should be “*Saya sudah menaruh revision skripsi saya di meja ibu.*” Asking for information is shown in the sentence “*Kalau boleh tahu, kira2 bisa saya ambil hari apa?*”. She also expresses gratitude and identifies herself. From the analyses above, I can conclude that the sender informs the lecturer that she has put her final project on the desk and asks when she can take it.

- (9) *Bagaimana Kalau sore nie saya ktmpt ibu?Jd biar cepat saya revisi ... karena saya berharap sekali bulan ini bisa selesai ... terima kasih.
Ratna (20/08/08, 12:58 pm)*

According to actional competence theories, “*Bagaimana Kalau sore nie saya ktmpt ibu?*” is included in asking for permission. “*Jd biar cepat saya revisi ...*”, this sentence shows her plans. The expression of hope is shown in the sentence “*karena saya berharap sekali bulan ini bisa selesai ...*”. Finally, she identifies herself and expresses gratitude. Based on choice of time, it is still in the afternoon and it is all right for the students to send SMS to the lecturers. Actually, the content of this SMS is the sender wants to graduate soon, so that she will do anything to achieve it by revising the final project as soon as possible.

(10) *Siang pak. Maaf mengganggu. Saya Pratiwi Kusuma Dewi, kira-kira kapan saya bisa mengambil revisi skripsi saya? Terima kasih (25/08/08, 10:20 am)*

From the sample above, I can find some components that are included in the actional competence. They are greeting (*Siang pak.*), apologizing (*Maaf mengganggu.*), introduction (*Saya Pratiwi Kusuma Dewi*), asking for information (*kira-kira kapan saya bisa mengambil revisi skripsi saya?*) and the last is conveying gratitude. From the analyses above, I can conclude that the sender asks when she can take her revised final project. Based on choice of time, it is still in the morning.

(11) *Ass. Bu Rini, maaf mengganggu. Sya Rizka Hayati. Kemarin sy sudah mengumpulkan revisi bab 1, Skripsi berjudul Social Darwinism as American dream in “the pursuit of happiness”. Sy ingin bertanya kapan ibu ada waktu untuk bimbingan dengan ibu? Terima kasih. (25/08/08, 07:32 pm)*

“Ass” in the SMS above belongs to greeting and it is an abbreviation of *assalamualaikum*. Apologizing component is shown in “*maaf mengganggu.*” Introduction is in “*Sya Rizka Hayati.*” Reporting is in “*Kemarin sy sudah*

mengumpulkan revisi bab 1, Skripsi berjudul Social Darwinism as American dream in "the pursuit of happiness". Then, *"Sy ingin bertanya kapan ibu ada waktu untuk bimbingan dengan ibu?"* is asking for information. The last, is conveying gratitude by saying *"Terima kasih."* It is better if the time in sending SMS is not 07:32 pm because as I have explained before that night time is family time, so it is better for us not to disturb the lecturers at that time. The sender of the SMS reports that she has put her final project and she asks when she can have consultation about her final project.

(12) *Ass. Bu Rini, saya Eni. Kemarin saya sudah menyerahkan bab 1. Saya ingin bertanya kapan saya dapat bimbingan lagi dengan ibu? Terima kasih. (25/08/08, 08:10 pm)*

From the SMS above, I can identify some components that are included in actional competence. They are greeting in (*Ass*), introduction (*saya Eni*), reporting (*Kemarin saya sudah menyerahkan bab 1.*), asking for information (*Saya ingin bertanya kapan saya dapat bimbingan lagi dengan ibu?*) and expressing gratitude (*Terima kasih*). For the term introduction, it should be more complete so that the lecturer will not be confused about the sender. Similar to sample (11), it is better to change the sending time. From the analyses above, I can conclude that the sender reports that she has put her final project and she asks when she can have consultation about her final project again.

(13) *Asslkm, Bu rini sy aroem rogo. Maaf bu, apa ibu sdh cek revisi bab 2 sy? Kpn sy bisa bimbingan dgn ibu lg?Terima kasih (28/10/08, 12:55 pm)*

Actional competence components which appear in sample (13) are greeting (*Asslkm*), introduction (*Bu rini sy aroem rogo*), apologizing (*Maaf bu*),

asking for information (*apa ibu sdh cek revisi bab 2 sy?*), making appointment (*Kpn sy bisa bimbingan dgn ibu lg?*) and expressing gratitude (*Terima kasih.*) The word “cek” in the sentence (*apa ibu sdh cek revisi bab 2 sy?*) should be changed into “mengecek”, so that the sentence should be in the form “*apa ibu sudah mengecek revisi bab 2 saya?*”. 12:55 pm is still in the afternoon so that the choice of time is good enough. From the analyses above, I can conclude that the sender asks when she can meet bu Rini to have consultation about her final project.

(14) *Asw, bu Rini saya tiara. Mau mengingatkan mengenai surat rekomendasi beasiswa saya besok. Terima kasih (28/10/08, 07:37 pm)*

Sample (14) above consists of greeting, introduction, reminding and gratitude components. “Asw” indicates greeting, whereas “saya tiara” indicates introduction. Meanwhile, “*Mau mengingatkan mengenai surat rekomendasi beasiswa saya besok.*” shows reminding, but the sentence should be in “*Saya ingin mengingatkan ibu mengenai surat rekomendasi beasiswa saya besok.*” The last is “*Terima kasih*” demonstrates gratitude. From the analyses above, I can conclude that the sender reminds the lecturer about her scholarship letter. Similar to sample (11) and (12), it is better to change the sending time.

(15) *Asw, bu rini saya sudah di kampus. Ibu punya waktu luang jam brp untuk bertemu bu? (29/10/08, 08:42 am)*

From the sample of SMS above, I can find greeting that is “Asw”, but without leave-taking or no expressions of thanks. Nevertheless, when we need someone’s help, we should show our politeness by saying thank for the help. Then, there is no introduction or identifying of the sender. “*Ibu punya waktu*

luang jam berapa untuk bertemu ibu?”, this sentence actually illustrates asking for information, but the diction is really not appropriate when students communicate with lecturers, besides that the language is ambiguous. This is because there are two words that have same meaning; they are “Ibu” and “bu” in the same sentence. The word “*punya*” should be changed, that is, “*ada*”. Therefore, the sentence should be “*Apakah ibu ada waktu luang hari ini? karena saya ingin bertemu dengan ibu.*”. Actually, as students, we do not have any right to ask lecturers whether they go to campus or not. From the analyses above, I can conclude that the sender only asks for information whether Bu Rini has spare time or not. Based on the choice of time, it is still in the morning.

(16) *Ass.wr.wb. Slmt Pgi bu. Maap mengganggu. Sy wening hesti a. Mhs ibu di kls prose, rmb14. Hr jumat jm ke 3-4. Jadi, bgni bu, sy hr jumat jam 3-4. Ada kul bu Indra, & ujian. Kalo sy ikt kls ibu, yg rmb15, gmn bu? Soalny dikul bu Indra, diadakan ujian. Trmakasih bu. Dan map jika ada slh 2 kata. (29/10/08,08:59 am)*

In relation to actional competence theories, several components can be found in the sample above. First, “*Ass.wr.wb. Slmt Pgi bu.*” indicates greeting component. Apologizing component is shown in “*Maap mengganggu*” sentence. “*Sy wening hesti a. Mhs ibu di kls prose, rmb14. Hr jumat jm ke 3-4.*” is an introduction and it is a very clear introduction, so that bu Rini will know who the sender is. The next part is explaining component, shown in “*Jadi, bgni bu, sy hr jumat jam 3-4. Ada kul bu Indra, & ujian. Kalo sy ikt kls ibu, yg rmb15, gmn bu? Soalny dikul bu Indra, diadakan ujian*”. The sender explains about the problem why she wanted to change the class. “*Kalo sy ikt kls ibu, yg rmb15, gmn bu?*” indicates asking for permission component. “*Trmakasih bu. Dan map jika ada*

slh 2 kata.” shows gratitude and apologizing. From the analyses above, I can conclude that the sender asks for permission to change her class because at the same time she also has to do an examination. Based on the choice of time, it is still in the morning.

(17) *Asslm. Ibu ini Evi nurjanah. Bsk da wkt bwt bimbingan g? jm brp?Makasih Wassalam (29/10/08, 07:50 pm)*

In terms of actional competence, several components appear in the sample above. They are greeting and leavetaking, introduction, asking for information and gratitude. “*Asslm*” and “*Wassalam*” indicate greeting and leavetaking components. “*ini Evi Nurjanah*” shows introduction from the sender. “*Bsk da wkt bwt bimbingan g? jm brp?*” indicates asking for information component, but this sentence is not an appropriate sentence. The words “*g?*” and “*jm brp?*” are inappropriate words for the lecturers. The words should be changed and the sentence too. The sentence should be in the form “*Maaf bu, apakah besok ada waktu luang untuk bimbingan?*” and as students, we are not allowed to say “*jm brp?*” because it is an impolite sentence. Firstly, we have to know whether the lecturer is busy or not, if the lecturers are not busy and allow us to have consultation, then we can make another appointment with them. Finally, the choice of time in sending SMS is not proper. Therefore, it is better to change the sending time. From the analyses above, I can conclude that the sender only asks for information whether bu Rini has a spare time or not.

(18) *Bu, ini Rima. Doakan saya berhasil ya Bu. Hari ini saya interview di Ciputra (30/10/08, 12:52 pm)*

Based on actional competence, several components appear in sample (18). They are introduction, hoping and reporting. The term introduction is shown in the sentence “*Bu, ini Rima*”. Hoping component is shown in the sentence “*Doakan saya berhasil ya Bu.*”. The last sentence “*Hari ini saya interview di Ciputra*” indicates reporting component. 12:52 pm indicates that it is in the afternoon, so it is all right for the students to contact the lecturers by sending SMS. From the analyses above, I can conclude that the sender reports that she will have an interview in Ciputra, so that she asks bu Rini to pray for her.

(19) *Bu, maaf saya Hani(anak PPL), saya menunggu ibu di depan TU untuk meminta tanda tangan. Terima kasih (24/11/08, 12:25 pm)*

In the sample above, there is no greeting, whereas greeting is important in communication, but there is introduction component. The other components that appear are reporting and gratitude component. “*saya menunggu di depan TU untuk meminta tanda tangan*” indicates reporting components, but this sentence is not appropriate, so it should be changed into “*Saya telah menunggu di depan kantor TU, karena saya ingin minta tanda tangan ibu.*” Then “*Terima Kasih*” shows gratitude component. Based on the choice of time, it is still in the afternoon. From the analyses above, I can conclude that the sender just wants to ask for bu Murni’s signature.

(20) *Slmt mlm, bu rini. sy zaki smstr5.Mhn bntu, bgm trjmhn bhs jw ngoko plg ksr & bhs jw kromo inggil bgt dr: I understand tht I will b charged 4 further clinical treatmnt (01/12/08, 07:18 pm)*

Based on actional competence theories, several components appear in the sample of SMS above. “*Slmt mlm, bu Rini*” indicates greeting component. “*sy zaki smstr5*” indicates the sender identifying himself. “*Mhn bntu, bgm trjmhn bhs*

jw ngoko plg ksr & bhs jw kromo inggil bgt dr: I understand tht I will b charged 4 further clinical treatment” shows asking for help. Nevertheless, the sentence is confusing because there are too many abbreviations and it does not make sense. How can English lecturer understand about Javanese language? Then there is no thanks expression. Finally, it is better to change the sending time.

(21) *Asslm.Pardon me, I just want to remind you that tomorrow we'll have a mid term test for lex studies 2 at 9 am. ☺ (01/12/08, 07:32 pm)*

In sample (21), there are greeting, reminding and apologizing components. “Asslm” indicates greeting component. Apologizing component is shown in “Pardon me,” sentence. The last sentence, that is “*I just want to remind you that tomorrow we'll have a mid term test for lex studies 2 at 9 am.*” signifies reminding component. However, there is no sender’s name and it is better to change the sending time. From the analyses above, I can conclude that the sender just wants to remind Bu Rini about mid term test for lexical studies 2 that will be held the following day at 9 am.

(22) *AsS,,I want t0 ask abOut y0ur gramMr cLass t0m0r0w at 1pm,I want to join this class but alm0st all my classmate n0t attendant while My chance t0 absent have finished,I must foll0w his class??0r may I d0n't attendant y0ur class?if d0n't pr0mise,I will t0 back t0 unnes t0m0rr0w,thx,happy idul adha,Childa (08/12/08, 06:26 pm)*

Communication is stated as ways of sending information from one person to another person. By communicating, we can exchange meanings. Sending SMS to other people means that we communicate with others or exchange our meanings. However, based on SMS above, I think there is no communication. It is

because the language used in SMS is not clear enough, so that the recipient cannot achieve the exchanged meanings. Besides that, the choice of letter and capital letter are not appropriate, for example the use letter “O”. In the sample above, all words that contain letter “O” are changed to “0”, whereas this symbol is number symbol. Nevertheless, I can identify actional competence that appears in the SMS above.

Several components of actional competence appear in the SMS. They are greeting, asking for permission, gratitude and congratulating components. “AsS,,” indicates greeting component. Actually, *“I want t0 ask ab0ut y0ur gramMr cLass t0m0r0w at 1pm,I want to join this class but alm0st all my classmate n0t attendant while My chance t0 absent have finished,I must f0ll0w his class??Or may I d0n’t attendant y0ur class?”* shows asking for permission, but the sentence is not proper. Besides that, I do not quite understand the meaning in the sentence *“I want to join this class but alm0st all my classmate n0t attendant while My chance t0 absent have finished,I must f0ll0w his class??”*. Then the sentence *“Or may I d0n’t attendant y0ur class?”*, I think it is not the lecturers’ business whether the sender attend the class or not, because actually, it is the students who need the lesson in the class and the job of lecturer is only to convey the material. *“thx”* indicates gratitude and the last component is congratulating on Idul Adha Day.

Based on choice of time, it is better for the students not to disturb the lecturers in the night. From the analyses above, actually the content of the SMS is the sender asks for permission to attend the grammar class.

(23) *Good morning,sir.i'm ida fitriati,because yesterday i was absent in your class on Tuesday,at 1p.m because i have to checked up in RS Sarjito Jogjakarta. (10/12/08, 07:31 am)*

I can identify some components that appear in the SMS above. They are greeting, introduction, and reporting. The sentence “*Good morning,sir*” indicates greeting component. The sentence “*i'm ida fitriati*” indicates introduction component. The sentence “*because yesterday i was absent in your class on Tuesday,at 1p.m because i have to checked up in RS Sarjito Jogjakarta*” actually, has no meaning. It should be “*yesterday i was absent in your class on Tuesday,at 1p.m because i have to be checked up in RS Sarjito Jogjakarta*”, this sentence is not in the right structure, it should be changed into “*yesterday i was absent in your class on Tuesday,at 1p.m because i had a check up in RS Sarjito Jogjakarta*” and it shows that the sender reports why she was absent yesterday. Based on the choice of time, it is still in the morning.

(24) *Excuse me,sir.i'm willy from IC Grammar class 207-210.i'm going to attend your class late,because I got flattire.thank you (10/12/08, 01:06 pm)*

In sample (24), some components of actional competence appear. “*Excuse me,sir*” indicates apologizing. “*i'm willy from IC Grammar class 207-210*” indicates introduction. “*i'm going to attend your class late,because I got flattire*” indicates reporting component. The last sentence “*thank you*” indicates gratitude component. From the analyses above, I can conclude that the sender informs that he will be late in attending grammar class, because he got flat tire. Based on the choice of time, it is still in the afternoon and it is one of the best choices of time in sending SMS.

(25) *Selamat Pagi Bu, Saya Lista, anak semester7, ingin bertanya tentang pemesanan MK. Kalo semester7 kemarin saya sudah ambil skripsi, tapi belum selesai, apakah semester 8 nanti juga harus ambil skripsi lagi? Atas balasannya, saya ucapkan terima kasih. (09/01/09, 08:46 am)*

The last SMS also have several components of actional competence. They are greeting, introduction, asking for information and expressing gratitude components. Greeting component is indicated in “*Selamat Pagi Bu,*” sentence. The sender also identifies herself in the sentence “*Saya Lista, anak semester7*”. The sentence “*ingin bertanya tentang pemesanan MK. Kalo semester7 kemarin saya sudah ambil skripsi, tapi belum selesai, apakah semester 8 nanti juga harus ambil skripsi lagi?*” indicates asking for information. The last sentence “*Atas balasannya, saya ucapkan terima kasih.*” indicates expressing gratitude component. From the analyses above, it can be seen that the content of the SMS is about the sender’s question concerning the subjects she could take in the next semester. Based on the choice of time, it is still in the morning. It means that it is one of the best choices in sending SMS to the lecturers

Derived from the analyses above, I come to realize that many English students still have mistakes in their language use in sending SMS to the lecturers. Some of them do not pay attention to the choice of time and the diction that they used in sending SMS. Those reasons make the lecturers feel disappointed when they receive such kind of SMS. Thus, in order to build a good relationship with the lecturers, the students should consider about these in sending SMS to them.

CHAPTER V

CONCLUSION AND SUGGESTION

The overall analysis of common actional competence used by the students in sending SMS to the lecturers has been made in the previous chapter. It results in an understanding and interpretation of what common actional competence is used and also what kind of language should be used by the students in sending SMS to the lecturers.

5.1 Conclusions

After analyzing the SMS produced by students, which includes the process of identifying and interpreting, I can conclude two main things as stated below:

1. Only five of the seven components of actional competence proposed by Celce-Murcia et al. (1995) are employed by the students. Those strategies are *interpersonal exchange, information, suasion, problems, and future scenarios*. The possible cause of the use of *interpersonal exchange* is the requirement of being polite in the communication such as greeting, introduction, and gratitude. Meanwhile, *information and suasion* are used because of the need to have some information about something. Moreover, the possible cause of the use of *problems* is to admit and apologize about something to the lecturers. Whereas, *future scenarios* is used because of the need in expressing plan or hope etc. Two of the seven components that do not appear are *opinions and feeling*.

2. The language used in sending SMS to our friends will be different from the language used in sending SMS to our families. The language used in sending SMS to our lecturers also should be different from the language used in sending SMS to our families. In sending SMS to lecturers, we should consider that a lecturer is someone whom we have to respect highly. The language used should be in the polite form, and to achieve it, the sender can apply components of actional competence, that is *interpersonal exchange, information, opinions, feelings, suasion, problems, and future scenarios*.

5.2 Suggestions

Based on the results of the study, I would like to offer some suggestions that are important for the students in sending SMS to the lecturers. As students, we have to realize that lecturers have a lot more of activities than us, so that we have to be careful in the language used and consider about the sending time. Some suggestions in sending SMS are:

1. Give greeting and leave taking
2. Introduce yourself clearly
3. Be focus on the content of your SMS
4. Be polite in language use
5. Use gratitude expression

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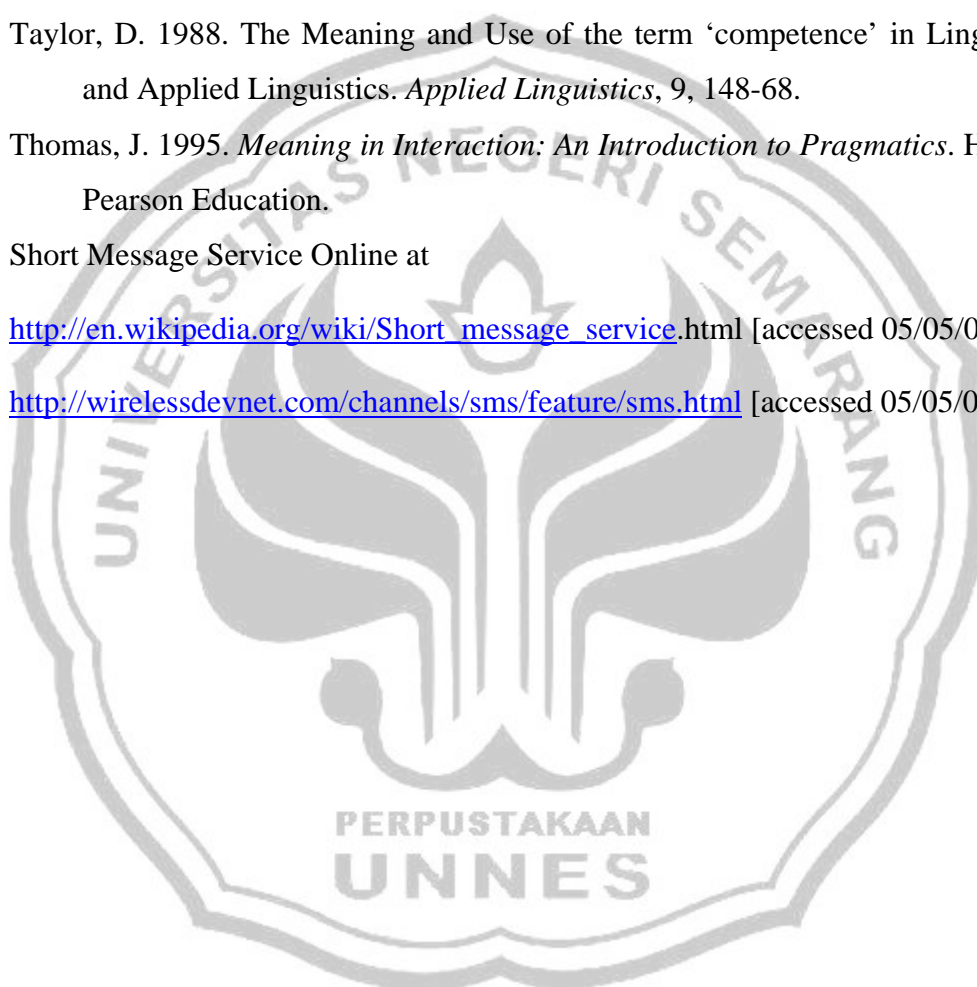
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Appendixes

SMS between Students and Lecturers Data

No.	Date / Time	Content of SMS	Sender No.	Recipient
1.	03/07/08 04:21 pm	Good afternoon,bu Novia. Hope bu Novi great.I have a good news,bu, I mised my flight this morning.(lupa kalo waktunya beda 1jam dari jam saya,tapi sekarang saya dah di Jatim.Tetep go home tapi by bus. Doakan semoga besok tidak telat tes ppsnya ya,bu & good luck untuk bu Novi. Thanks.	08157730559	Novia
2.	14/07/08 07:28 am	Selamat pagi,bu Novia.Saya afi.Untuk bimbingan skripsi saya kapan ya bu?jadi hari ini?terima kasih.	085640411096	Novia
3.	14/07/08 08:30 am	Ass, maaf buk hr ini bisa bimbingan jam brp? Thx. Wss. Elly	081548718318	Novia
4.	14/07/08 07:21 am	Maaf bu, Ini Wahyu. Saya mau minta tanda tangan.Kapan kira2 Bu Novi bisa ke kampus?Thanks.	085640140733	Novia
5.	15/07/08 06:49 am	Slmat pagi bu, sy agustina.hr ini ibu ke kampus jam brp? trmksh	088802466779	Novia
6.	22/07/08 09:47 am	Pagi bu Novi...Ni Ike Septi. Ibu hari ini ke kampus gak?Skripsi yang revisi saya kemarin saya tinggal di meja Ibu.	081326179048	Novia
7.	12/08/08 07:35 am	Selamat pagi bu novia ... apakah hari nie Jadi ke kampus? Terima kasih	085640451743	Novia
8.	20/08/08 08:11 am	Pagi bu, Revisian sudah saya taruh di meja ibu.	08562717990	Novia

		Kalau boleh tau, kira2 bisa saya ambil hari apa?Trima kasih. Anandha		
9.	20/08/08 12:58 pm	Bagaimana Kalau sore nie saya ktmpt ibu/Jd biar cepat saya revisi ... karena saya berharap sekali bulan ini bisa selesai ... terima kasih. Ratna	085640451743	Novia
10.	25/08/08 10:20 am	Siang pak. Maaf mengganggu. Saya Pratiwi Kusuma Dewi, kira-kira kapan saya bisa mengambil revisi skripsi saya? Terima kasih	081326055576	Warsono
11.	25/08/08 07:32 pm	Ass. Bu Rini, maaf mengganggu. Sya Rizka Hayati. Kemarin sy sudah mengumpulkan revisi bab 1, Skripsi berjudul Social Darwinism as American dream in "the pursuit of happiness". Sy ingin bertanya kapan ibu ada waktu untuk bimbingan dengan ibu? Terima kasih.	085225116761	Rini
12.	25/08/08 08:10 pm	Ass. Bu Rini, saya Eni. Kemarin saya sudah menyerahkan bab 1. Saya ingin bertanya kapan saya dapat bimbingan lagi dengan ibu? Terima kasih.	081390832006	Rini
13.	28/10/08 12:55 pm	Asslkm, Bu rini sy aroem rogo. Maaf bu, apa ibu sdh cek revisi bab 2 sy? Kpn sy bisa bimbingan dgn ibu lg?Terima kasih	085640166624	Rini
14.	28/10/08 07:37 pm	Asw, bu Rini saya tiara. Mau mengingatkan mengenai surat rekomendasi beasiswa saya besok. Terima kasih	081329280666	Rini

15.	29/10/08 08:42 am	Asw, bu rini saya sudah di kampus. Ibu punya waktu luang jam brp untuk bertemu bu?	081329280666	Rini
16.	29/10/08 08:59 am	Ass.wr.wb. Slmt Pgi bu. Maap mengganggu. Sy wening hesti a. Mhs ibu di kls prose, rmb14. Hr jumat jm ke 3-4. Jadi, bgni bu, sy hr jumat jam 3-4. Ada kul bu Indra, & ujian. Kalo sy ikt kls ibu, yg rmb15, gmn bu? Soalny dikul bu Indra, diadakan ujian. Trmakasih bu. Dan map jika ada slh 2 kata.	085726848288	Rini
17.	29/10/08 07:50 pm	Asslm. Ibu ini Evi nurjanah. Bsk da wkt bwt bimbingan g? jm brp?Makasih Wassalam	085659954515	Rini
18.	30/10/08 12:52 pm	Bu, ini Rima. Doakan saya berhasil ya Bu. Hari ini saya interview di Ciputra	085865530259	Rini
19.	24/11/08 12:25 pm	Bu, maaf saya Hani(anak PPL), sya menunggu ibu di depan TU untuk meminta tanda tangan. Terima kasih	085640374491	Murni
20.	01/12/08 07:18 pm	Slmt mlm, bu rini. sy zaki smstr5.Mhn bntu, bgm trjmhn bhs jw ngoko plg ksr & bhs jw kromo inggil bgt dr: I understand tht I will b charged 4 further clinical treatmnt	085664087478	Rini
21.	01/12/08 07:32 pm	Asslm.Pardon me, I just want to remind you that tomorrow we'll have a mid term test for lex studies 2 at 9 am. ☺	081805849540	Rini
22.	08/12/08 06:26 pm	AsS,,I want t0 ask abOut yOur gramMr cLass t0m0r0w at 1pm,I want to join this class but alm0st all my classmate n0t	-	Widhi-yanto

		attendant while My chance to absent have finished,I must follow his class?Or may I don't attendant your class?if don't promise,I will to back to unnes tomorrow,thx,happy idul adha,Childa		
23.	10/12/08 07:31 am	Good morning,sir.i'm ida fitriati,because yesterday i was absent in your class on Tuesday,at 1p.m because i have to checked up in RS Sarjito Jogjakarta.	-	Widhi-yanto
24.	10/12/08 01:06 pm	Excuse me,sir.i'm willy from IC Grammar class 207-210.i'm going to attend your class late,because I got flattire.thank you	-	Widhi-yanto
25.	09/01/09 08:46 am	Selamat Pagi Bu, Saya Lista, anak semester7, ingin bertanya tentang pemesanan MK. Kalo semester7 kemarin saya sudah ambil skripsi, tapi belum selesai, apakah semester 8 nanti juga harus ambil skripsi lagi? Atas balasannya, saya ucapkan terima kasih.	-	Dwi Anggani

4.1 Table of Quantification

Actional Competence Date/Time	Interpersonal Exchange					Information				Suasion	Problems		Future Scenarios	
	Greeting or Leave-taking	Introduction	Appointment	Gratitude	Congratulating	Asking or giving information	Reporting	Remembering	Explaining or discussing	Asking for permission	Admitting	Apologizing	Hoping	Planning
1. 03/07/08 (04:21 pm)	√			√			√						√	√
2. 14/07/08 (07:28 am)	√	√	√	√		√								
3. 14/07/08 (08:30 am)	√	√	√	√										
4. 14/07/08 (07:21 pm)		√		√		√					√	√		
5. 15/07/08 (06:49 am)	√	√		√		√								
6. 22/07/08 (09:47 am)	√	√				√					√			
7. 12/08/08 (07:35 am)	√			√		√								
8. 20/08/08 (08:11 am)	√	√		√		√					√			
9. 20/08/08 (12:58 pm)		√		√		√							√	
10.25/08/08 (10:20 am)	√	√		√		√						√		
11.25/08/08 (07:32 pm)	√	√		√		√	√					√		
12.25/08/08 (08:10 pm)	√	√		√		√	√							
13.28/10/08 (12:55 pm)	√	√		√		√								
14.28/10/08 (07:37 pm)	√	√		√				√						
15.29/10/08 (08:42 am)	√					√					√			
16.29/10/08 (08:59 am)	√	√		√					√	√		√		
17.29/10/08 (07:50 pm)	√	√				√								
18.30/10/08 (12:52 pm)	√										√		√	
19.24/11/08 (12:25 pm)		√		√							√			
20.01/12/08 (07:18 pm)	√	√							√					
21.01/12/08 (07:32 pm)	√							√				√		
22.08/12/08 (06:26 pm)	√			√	√					√	√			
23.10/12/08 (07:31 am)	√	√									√			
24.10/12/08 (01:06 pm)	√	√		√							√			
25.09/01/09 (08:46 am)	√	√		√		√								
Total	22 (36.06%)	19 (31.15%)	2 (3.28%)	17 (27.87%)	1 (1.64%)	14 (66.67%)	3 (14.29%)	2 (9.52%)	2 (9.52%)	2 (100%)	9 (64.29%)	5 (35.71%)	3 (75%)	1 (25%)
	61 (59.80%)					21 (20.59%)				2 (1.96%)	14 (13.73%)	4 (3.92%)		
102 (100%)														