

# 1. INTRODUCTION

## 1.1. Background

Human beings are born with the ability to communicate with others. One means of communication is through language. Language is a key means by which we negotiate connection and separateness in our interactions with others. Human language is indeed a unique form of communication. Human's ability to communicate with others relates to their innate capacity. Besides innate capacity, it also includes the lessons about language that they studied, in this case, English. In English, there are many kinds of sentences, like positive, negative, passive, active, and interrogative sentences. Moreover, in every sentence, there is its own functions that can help people to say what they want to say: happy, angry, sad, serious, tired, or confused. All conversations, including questions, and asking questions is something we all do routinely as speakers (Coates, 1996).

The interrogative sentence is a sentence that asks a question, closed with an interrogation point and in the form of a question (Curme and George O, 1931; Merriam-Webster's Collegiate Dictionary, 1998). Interrogative sentences frequently occur in the conversations among friends, for example: when asking about a subject which they need to know well. Therefore, to know the answer, they ask their friends or their teachers, and the question can be considered as a 'real' question. They can also ask a serious problem, or just to make sure about something. Moreover, the interrogative sentence also occurs to mock someone whom they feel that the person is funny or strange; for example: if there is someone who talks enthusiastically, one of her friends who is listening to her story and does not like the way she talks, will support her to talk more and more or will ask more about what she talks about. It means that she mocks her because she talks too much.

For example, in the writer's boarding house, there is one of the boarders who like to tell us a story which is related to herself. Every time she tells us the story, she would talk enthusiastically. She will talk by moving her hand or

sometimes, she also walks back and forth, and the other boarders like it. Sometimes the other boarders do as she does or repeat what she said, or asking more about the story like making question “*masa?*” (“Really?”) or “*trus*” (“Then?”). Moreover, when she hears about the question she begins to talk more enthusiastically. Yet, actually, the other boarders just mock her because they like to watch her style in telling the story, because for them it is funny. Sometimes, the other boarders ask her to talk more about what is being talked, because it can be very entertaining watching her style in telling the story.

To facilitate the process, especially in the writing text, it is important for the people to be familiar with the functions and the way of interrogative sentences occurred. It is important since, sometimes, people misunderstand the meaning of the conversations. For example one of the boarders, one day, wanted to make a joke but none of the others laughed because they did not understand about what she talked about. Sometimes, it can make her sad and angry for she did not know why they did not laugh. So, this is a misunderstanding between the speaker and the listener. But it does not often happen. Thus, to make learning or studying English language easier, the researcher is curious to know the functions of interrogative sentences used in conversations between researcher and friends at the boarding house.

There are several reasons why the writer chooses friends at the boarding house. First, it is easier if the writer conduct research with the writer’s friends as the subjects because they have known each other for about five years. Since all of the boarders are female, they have had a close relationship among each other. Therefore, the writer thought that it would be easier to get the data. The second reason is because the writer and her friends have already had a close relationship. Therefore the conversations among them are very relaxing; sometimes they are mocking each other or complaining to one another. The third reason is because women use questions more frequently than men. Women usually ask about something that they do not understand although it is a small problem (Jennifer Coates, 1996).

In addition, another consideration why the writer is interested in investigating the functions of interrogative sentences used in conversations with

friends at the boarding house is because that the writer herself has been involved in the conversations. She finds that interrogative sentences are interesting and worth to investigate. The close relationship among each other influences the conversations among friends. It shows whether they have a close relationship or not. This phenomenon interests the writer to have an investigation about the functions of interrogative sentences used in conversations between the researcher and her friends at the boarding house.

### **1.2. Statement of The Problem**

In the investigation, the research problem is to find out the functions of interrogative sentences used by the boarders in their conversations.

The research problem is elaborated in the following research questions:

1. What are the functions of interrogative sentences used by the boarders in their conversations?
2. Which function of interrogative sentence is the most frequently used by the boarders?

### **1.3. Purpose of The Study**

The aim of this research is, first of all, to find out the functions of interrogative sentences used by the boarding house's member in their conversations among each other. The second aim is to know which function is mostly used by the group.

### **1.4. Significance of The Study**

In the investigation, the researcher is trying to study about the function of interrogative sentences. The researcher hopes that this research can be a useful reference for further or other studies as well as enrichment for the study of syntax. Moreover, the researcher hopes that by reading this study, the readers might understand more about the interrogative sentence and how it is applied by providing some examples. Thus, researcher also hopes that her research could help the readers to know more about interrogative sentences.

### **1.5. Scope and Limitation**

This research is based on certain theories. These theories are branches of linguistic study. This research uses syntax since it deals with the interrogative sentences. The interrogative sentences discussed are restricted to the ones which are used by the female boarders in their conversations. The boarders are the writer's friends who have the same educational background as Petra Christian University students, and some others are workers.

### **1.6. Definition of Key Terms**

In order to help the readers to understand what is being discussed in this study, the writer defines some key terms as the following:

- Interrogative sentence is a sentence that asks a question, closes with an interrogation point. (Curme, George O, 1931).

### **1.7. Organization**

This research consists of five chapters. The first chapter consists of the introduction with several discussions which are the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation, the definition of key terms, and the organization of the study. The second chapter is the review of related literature, consists of the related theories and the related studies used to help the writer in analyzing the collected data. The third chapter is the methodology in collecting and analyzing the data; therefore it consists of data collection and data analysis. The fourth chapter is the data analysis and the findings. Finally, the fifth chapter is the conclusion of the whole study.