

**COMMUNICATIVE FUNCTION ON THE CONVERSATION
OF TOURIST GUIDE IN BUKIT LAWANG**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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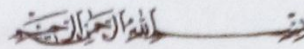


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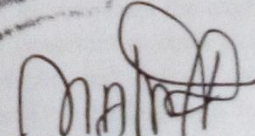

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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
14 Sep 2018	- Abstract		
	- Acknowledgment		
	- Table of content		
	- List of appendix		
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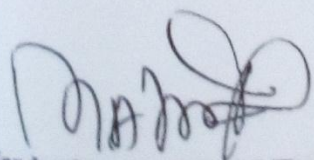
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ABSTRACT

Fakhru Ma'arif. 1302050164. *Communicative Functions on the Conversation of Tourist Guide in Bukit Lawang*. Skripsi: English Education Program Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, 2018.

This study investigates communicative functions used in conversation between tour guide and foreign tourist in Bukit Lawang. The objectives are to identify the types of communicative functions used in conversation between tour guide and foreign tourist, and also to find what is the dominant types of communicative functions that realized on conversation. This study was conducted by applying a qualitative research design. The researcher used Roman Jakobson theory in this research. The data were collected from the video conversation of tour guide and foreign tourist become a script. The researcher has found source of the data on 29 dialogues between tour guide and foreign tourist and found 34 utterance as the data to analyzed. The procedure of data collection are collecting the data from watching video conversation of tour guide and foreign tourist, then reading scripts, identifying the data, then analyzing each of their utterances. Among 34 utterances, based on the analysis of data, There were 17 (50%) for Referential Function, 6 (18%) for Emotive Function, 7 (20.5%) for Conative Function, 3 (9%) for Phatic Function, 1 (3%) for Metalinguistic Function, and 0 (0%) for Poetic Function. The most dominant types of communicative functions that realized used by tour guide and foreign tourist at bukit lawang was Referential Function is 17 (50%). The process of communicative function on the conversation between tour guide and foreign tourist are realized that every sentence on the conversation has a function. In fact that communicative function is important to learn, because each language has a function. this shows that the language produced generally comes from its function. we must understand in advance about its function to be able to produce the right language and good to the other person. from the explanation above shows that communicative function is very important to learn to make it easier for humans to communicate with other people, and make it easier for humans to understand what the intent and purpose of the language has been spoken.

Keywords : communicative function, tour guide and foreign tourist conversation, utterances.

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Medan, Oktober 2018
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a very important communication tool for humans. How troublesome if humans don't have language. Humans express desires, messages, ideas, ideas, and feelings other people use language. We can't read books, newspapers and magazines without language. With language, human get knowledge, enjoy entertainment and improve life. Therefore, all human life is regulated by use language. As explained by Kosasih (2002:20) that: Language is the communication tool used by humans in social situations both directly and indirect. Language can be interpreted as a series sound that has a certain meaning. Circuit no word, symbolizes a concept. With The existence of language allows us to think abstract.

Language also has an important function in communicating using words. for example when someone enjoys a mountainous atmosphere. then he revealed what was felt with the words, "The air in this mountain is very cool and comfortable without pollution". from the sentence that he said there is a language function which is an expression function, because he expresses his feelings through language.

each language has a function. this shows that the language produced generally comes from its function. we must understand in advance about its function to be able to produce the right language and good to the other person.

there is a lot of misunderstanding in communication caused by a lack of understanding about communicative functions. some people don't care about communicative functions that make the other person not understand what they say. from the explanation above shows that communicative function is very important to learn to make it easier for humans to communicate with other people, and make it easier for humans to understand what the intent and purpose of the language has been spoken.

According to Karl Buehler there are 3 types of communicative function on the language, namely representative functions, expressive functions, and illocutionary functions. Karl Buehler is a German psychologist and linguist who argues that, the basic communicative function on language is as communication tool between speakers and listeners about something,

Roman Jakobson (1896-1982) a linguist laying the foundation of the Prague School expanded the concept of communicative Karl Buehler and he argued that there were six speech factors that influenced the communicative function, namely referential, emotive, conative, phatic, metalinguistic and poetic. Like Karl Bühler, Jakobson argues that, in every message there may be several communicative functions, but there is always one of the most dominant communicative function, besides Jakobson also argues that this type of discourse plays an important role in determining the dominant communicative function. In literary works in the form of poetry, the most dominant communicative function is a poetic function.

In this research, the researcher use the conversation between tour guide and foreign tourist as a media, to find the sixth types of communicative function.

The researcher has problem to determining the types communicative function on conversation of tourist guide, So the researcher cannot accept message from the conversation, especially about what is the types among the sixth of communicative function on the conversation of tourist guide. Based on the researcher's experience many people are difficult to understand when watch the conversation between tourist guide and foreign tourist because they don't know about the communicative function. It will be easy to understand if they know about the sixth types on the communicative function.

From the example above, it can be conclude that the use of language function can be investigate in communicative function field by classifying conversation of tourist guide category and investigating communicative function. I am willing to conduct communicative function research in order to present some knowledge of conversation of tourist guide and the type of communicative function. For that reason, I have an intention to conduct "COMMUNICATIVE FUNCTION ON CONVERSATION OF TOURIST GUIDE IN BUKIT LAWANG" (language function Approach)."

B. The Identification of the Problem

The problems of this research were identified as follows:

1. There is a lot of misunderstanding in communication caused by a lack of understanding about communicative functions.
2. There are some people have difficulties in speaking especially in communicating to foreign tourist.

C. The Scope and Limitation

The researcher focused on the communicative function and limitation is there are sixth types, Referential, Emotive, Conative, Phatic, Metalinguistic and Poetic on the conversation of tourist guide in which the researcher want to find it. The researcher analyzed the types of communicative function on the conversation of tourist guide in Bukit Lawang and dominant types of communicative function that realized on the conversation of tourist guide in Bukit Lawang.

D. The Formulation of the Problems

The problems of this research formulated as follows:

1. What are the types of communicative function on the conversation of tourist guide in Bukit Lawang?.
2. How are the communicative function realized on the conversation of tourist guide in bukit lawang?

E. The Objectives of the Study

The objectives of this research will state below:

1. To find out the communicative function on the conversation of tourist guide in Bukit Lawang.
2. To investigated how the communicative function are realized in conversation of tourist guide in Bukit Lawang.

F. The Significances of the Study

The findings of this research expected to be theoretically and practically useful and having great contribution for the following respects.

Theoretical:

Theoretically the study give easier and interesting way for the readers to determine the communicative function on the conversation of tourist guide in Bukit Lawang.

Practically:

1. To learn about communicative function and how to determine an understood of the conversation of tourist guide.
2. To get more information about communicative function on the conversation of tourist guide.

3. As a material in supporting the teaching learning process.
4. The finding will be intend to be an input how to conduct a good research and expect to the other researchers

CHAPTER II

REVIEW OF LITERATURE

A. Theoretically Framework

In conducting research, theories needed to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained. This study deals with theories that supported the concept in the study. In this case theoretical frameworks in aim to give some clear apply in this research. These concepts describe in the review of relate literature section. It is instead of defining the boundary of this study. In order to avoid misunderstanding in interpreting the terms used in this study, this study gave some definitions related in the key terms.

1. Function of Language

Function of Language is an international journal of linguistics which explores the functionalist perspective on the organized and use of natural language. It publishes articles and reviews books from the full spectrum of functionalist linguistics, seeking to bring out the fundamental unity behind the various schools of thought, while stimulating discussion among functionalists. It encourages the interplay of theory and description, and provides space for the detailed analysis, qualitative or quantitative, of linguistic data from a broad range of languages. Its scope is broad, covering such matters as prosodic phenomena in phonology, the clause in its communicative context, and regularities of

pragmatics, conversation and discourse, as well as the interaction between the various levels of analysis. The overall purpose is to contribute to our understanding of how the use of languages in speech and writing has impacted, and continues to impact, upon the structure of those languages.

2. Communicative Function

The model that served as the foundation for Roman Jakobson's expansion and development of the communicative functions of language was originally developed by Karl Buhler. His system known as the Organom model, Represented the three primary components of language. Karl Buhler "developed his conception of the triadic instrumental character of language on the basis of the three fundamentals of the speech situation, namely addresser, addressee, and things as the objects of discourse (Holenstein, 1974). Figure A is his original depiction of these fundamentals.

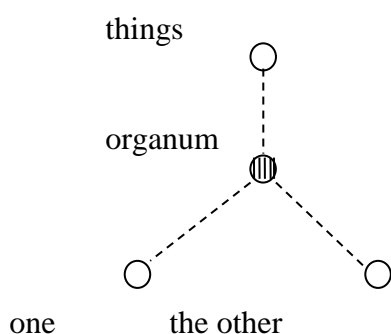
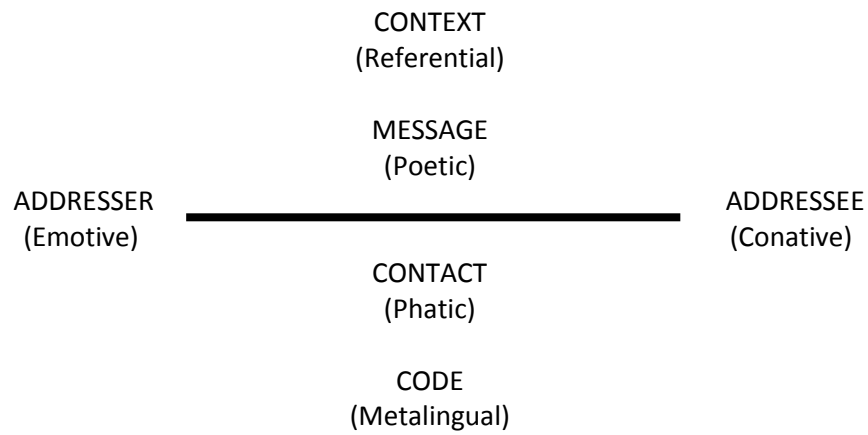


Fig. A
(Persyn-Vialard, 2011).

Roman Jakobson proposed three additional functions, making a total of six fundamental factors, each assuming an orientation within the verbal message:



The table below is a compilation that contain a brief overview of each function's classification, orientation, role, and an example to illustrate its use:

Classification	Strongest factor	Function	Examples
Referential	Context	Descriptions, contextual information	Our business hours are 9am-5pm, Monday through Friday.
Emotive	Addresser	Interjections/expressions of emotional state	Oh, man... Awesome! Whew!
Conative	Addressee	Concerned with commanding; vocative or imperative addressing of the receiver	Go on, open it! Shoo. Get out of here. Check this out.

Phatic	Contact	Concerns channel of communication; performs social task as opposed to conveying information; to establish, prolog, or discontinue conversation	Hey! Mmmhmmm....How About that? Really? No way.
Metalinguistic	Code	Requires language analysis; using language to discuss language	Noun, adjective, code-switching water is a non-count noun, right?
Poetic/Aesthetic	Message	Involves choosing words carefully; the art of words, often self-reflective	But, soft! What light through yonder window breaks?

These classification are by no means intended to be considered as mutually exclusive: rather, each utterance can be classified into the function whose primary purpose it serves, but many speech events will serve a complex purpose. As such, it is sometimes up to the discretion of the speaker, listener, or analyst to determine the intent behind what is being expressed, which can pose challenges in communication, particularly for speakers with lower levels of proficiency.

In “The Speech Event and the Language,” Jakobson (1995) explains that “although we distinguish six basic aspects of language, we could...hardly find verbal messages that would fulfill only one function. The diversity lies not in a monopoly of some one of these several function, but in a different hierarchial order of function. The Necker cube, whose lower-most left or uppermost right

corner may be perceived as being closest to the observer, is illustrative of the subjectivity with which utterances may be perceived and their functions classified, but at least one of the six functions in Jakobson's model will always be present and essential to effective communication. The sections that follow will describe the functions included in Jakobson's model and discuss considerations for each in the field of TESOL.

As Roman Jakobson said, the linguistic study of the poetic function must overstep the limits of poetry, and, on the other hand, the linguistic scrutiny of poetry cannot limit itself to the poetic function. The particularities of diverse poetic genres imply a differently ranked participation of the other verbal function along with the dominant poetic function. Epic poetry, focused on the third person, strongly involves the referential function of language; the lyric, oriented toward the first person, is intimately linked with the emotive function; poetry of the second person is imbued with the conative function and is either supplicatory or exhortative, depending on whether the first person is subordinated to the second one or the second to the first.

Now that our cursory description of the six basic functions of verbal communication is more or less complete, we may complement our scheme of the fundamental factors with a corresponding scheme of the functions:

EMOTIVE	REFERENTIAL	
	POETIC	CONATIVE
	PHATIC	
	METALINGUAL	

What is the empirical linguistic criterion of the poetic function? In particular, what is the indispensable feature inherent in any piece of poetry? To answer this question we must recall the two basic modes of arrangement used in verbal behavior, *selection* and *combination*. If “child” is the topic of the message, the speaker selects one among the extant, more or less similar nouns like child, kid, youngster, tot, all of them equivalent in a certain respect, and then, to comment on this topic, he may select one of the semantically cognate verbs – sleeps, dozes, nods, naps. Both chosen words combine in the speech chain. The selection is produced on the basis of equivalence, similarity and dissimilarity, synonym and antonymy, while the combination, the build-up of the sequence, is based on contiguity. It may be objected that metalanguage also makes a sequential use of equivalent units when combining synonymic expressions into an equation sentence: $A = A$ (“*Mare is the female of the house*”). Poetry and metalanguage, however, are in diametrical opposition to each other: in metalanguage the sequence is used to build an equation, whereas in poetry the equation is used to build a sequence.

According to Tjahyono (1985) extrinsic elements of literary works are things that are outside the structure of literary works, but greatly affect the literary work. Extrinsic elements on literature are a pure form of message that the author wishes to convey to the reader. The extrinsic on conversation of a tourist guide in Bukit Lawang consists of six parts, namely:

2.1. The Referential Function

Language used by a group of people to discuss a problem with a particular topic. with language a person learns to know everything in his environment, both religion, morals, culture, customs, technology and science. As a communication tool, language becomes a medium between human beings with one another because language can express our intentions and thoughts.

This function is also called an informative function that we often find in textbooks, newspapers, magazines and so on. this function is characterized by non-regional, non-idiolk, formal, technical and neutral language.

The Referential Function is one most commonly addressed in ESL/EFL settings because it concerns descriptions or contextual information. According to Holenstein (1974) it “dominates ordinary discourse [because we] designate objects and bestow them with meaning”. The most common topics addressed in beginning ESL/EFL course materials concern the surrounding environment (e.g., classroom objects and procedures, asking for or giving directions) or describing actions in physical or chronological context (e.g. daily routine, telling time.) As students proceed through intermediate and advanced levels of study, their breadth of vocabulary expands and they are able to express more complex ideas with accuracy, but the function underlying each of these utterances is referential because of the orientation toward context.

Jakobson (1995) called the referential function “the leading task of numerous messages” and said that “the accessory participation of all other functions in such messages must be taken into account by the observant linguist”.

Supplementing existing resource with the aforementioned teaching considerations will allow students to fully engage with their context and to perform the most common communicative function of language with greater proficiency.

2.2. The Emotive Function

Language is used to express human feelings. for example, feeling sad, happy, angry, upset, disappointed, satisfied. As a tool for expressing the feelings (self-expression) of human goals in expressing their various feelings, among others, to be free from all emotional pressures in their hearts, like being expressed in language so that their mental stress can be channeled. if not, the pressure of feeling will bind one's soul so that psychologically the balance of his soul will be disturbed. to help humans express their emotions. For example, when you feel sad that someone is left behind, you tell your friends how devastated your feelings are left by the person you love.

That is, humans can express themselves free from their goals. this function can be seen in the languages used by authors in literature, both novels, short stories, dramas and others. the most important thing in this function is the ideas and ideas of the author or author. In addition, expressive language functions can be seen in authoritative statements such as political speeches, character documents, scientific works and others.

The Emotive Function is concerned primarily with the Addresser, centering on the personal attitude, status, and emotional state of the speaker (Holenstein, 1974). In emotive utterances, the addresser seeks to create the

impression of a certain emotion, either real or feigned. There has been some historic contention as to the validity of emotional states as part of linguistic study because, according to Martin Joose, “the emotive elements of speech cannot be described with a finite number of categories [and so remain] vague, protean, fluctuating phenomena which refuse to tolerate our science” (Jakobson, 1995). However, this function is clearly evinced in the form of interjections and other utterances that are oriented towards the speaker’s state of being. The absence of this communicative function not only deprives the English language learner of the ability to engage emotionally with an interlocutor, but also may reduce the possibility of retention. Expression or development of a fully formed L2 identity, further hindering his or her ability to communicate effectively (Pavlenko, 2007)

The most common manifestation of the emotive function is the interjection. Simple expressions such as ‘oh!’, ‘eww’ or ‘geez!’ are effective and authentic ways to express surprise, disgust, and exasperation without explicit statement or protracted description. Another way that emotive orientation presents is in the emphatic prolongation of vowels. The statement “there was a big spider in the kitchen” might be simple referential, but if the speaker were to say “there was a biiiiiiiiiiig spider in the kitchen!” it would more likely be intended and received as emotive because the prolonged vowel is evidence of the speaker’s emotional reaction. Even with utterances which might otherwise be classified as belonging to other functions, the infusion of an emotive tone or tint can shift the orientation towards the speaker and imbue the message with new meaning. To extrapolate these findings to the ESL/EFL classroom, helping student to practice

emotional expression in a focused, low-stress, and low-risk environment is likely to improve students' ability to recall the language necessary to employ and understand the emotive function in real life context. Lozanov's Suggestopedia is one approach to instruction that employs teaching practices designed to promote positive social and psychological relations, but the principle of whole-person learning can be integrated into any teaching philosophy (Lozanov, 1979). The emotive function allows the speaker to enrich communication with nuances of tone, infuse speech with feeling and genuine self-expression, and to understand and empathize with others.

2.3. The Conative Function

Language is used to motivate others to behave and do something. Efforts to influence and act of others is an activity of social control. Language serves to support social activities to take place smoothly. For example, a teacher advises his students to always maintain class cleanliness. So that his advice is heard, understood and followed by his students by diligently cleaning the class, of course the teacher must express his advice in good language, the order is easy to follow, the sentence is simple, easy to understand, and accompanied by logical reasons. So, the language conative function in this case will be realized.

This function is also called conative function, instrumental function, operative function and pragmatic function. Conative functions can be seen in announcements, instructions, publications, propaganda, persuasive writings and so on. Which occurs in the conative function is language is the relationship between

the writer and the reader that is manifested in a grammatical relationship that has been determined socially or personally. As for the characteristics, the language is direct and can be easily understood by the reader or audience.

The conative function “is a function of language that is focused on, and concerned with influencing the behavior of the addressee, and thus concerned with persuasion.” It is generally assessed in terms of the effects of the message on the behavior of the addressee “Let’s get out of here!” is the most commonly used line of dialogue in movie history, most likely due to its versatility; because it implies the expectation of action/compliance on the part of the addressee, or listener, this is a prime example of the conative function at work in frequently used language.

The conative function finds its purest grammatical manifestation in the vocative (noun) and in the imperative (verb), but high context and low context cultures, as well as situations of varying degree of formality or familiarity, also yield conative utterances whose grammatical structure might lead the unsuspecting to misinterpret the message. An example of the Conative Function at play in the ESL/EFL classroom can be found in Lisa Delplitt’s novel *Other people’s Children: Cultural Conflict in the Classroom*, in which she discusses differences in teacher discourse style and how they can lead to communication problems and unmet/unclear expectations.

Part of the role of the educator as relates to the conative function is to help students avoid viewing a situation from a reductionist perspective. Though each student is a micro-universe bringing his or her own linguistic history,

socialization, life circumstances, and proficiency to the table, it is not uncommon to attempt to boil language down to the smallest manageable piece without considering its inherent sophistication or nuance in order to advance the conversation or hide confusion (thereby “saving face”). Teaching common conative structures and raising awareness of the dimensions that can affect their use will help students to employ and interpret conative utterances appropriately.

2.4. The Phatic Function

Language used by humans to greet each other just to make language contact unite members of society. with human language utilizing their experiences, learning and taking part in the experience and learning to get to know others. Language as a communication tool makes it easier for someone to be part of the community. thus, a person will feel himself bound to the group he entered.

Phatic functions are more directed at maintaining close relationships with the other person. Phatic functions are usually present in standard phrases in spoken language such as: how are you, good morning, good luck and so on. As for written language, we often find Phatic functions in expressions such as: of course, no doubt and so forth.

The phatic function deals with the connection between speakers its primary purpose is to attract/establish, prolong, check, confirm, or discontinue this connection, and may be composed of either culturally or non-culturally bound set phrases like *well, I won't keep you; wow!;* and *really?* or utterances which might be classified as “small talk.” Although phatic sequences are sometimes

disregarded or considered to be of inferior value due to the low transmission of operable information, their presence or absence can have a profound impact upon the nature of the relationship between speakers. The inclusion of phatic utterances, particularly at the beginning of a conversation, “contribute to the creation or maintenance of a feeling of solidarity and well-being between interlocutors, as well as to the establishment of ties of union between them” (Cruz, 2013).

There is very little research on use of the phatic function between non-native speakers or in English as a lingua franca contexts, and most TESOL materials do not address this function. Teachers can redress the death by asking students to reflect on what is natural for them in their own conversation and where these practices align and diverge from those which are common in English; by drawing attention to the presence of the phatic function in existing dialogues, presentations, etc., thereby making the tacit explicit and highlighting the necessity of its inclusion; and by dedicating time to the focused development of this function.

2.5. The Metalinguistic Function

Language is used to discuss language problems with certain languages. this function refers more to the language's ability to explain or name and also comment on its own characteristics. in other words that language speaks of itself. this function is often represented by grammatical terms such as: crying is a verb, chalk is a noun, good adjectives and others. Besides that there are expressions such as: in a broad sense, sometimes it is called, honestly, literally and so on.

The Metalinguistic function is concerned with utterances that deal with language itself (of a linguistic nature), or what is sometimes called “code.” It can be used to talk about semantic or grammatical structures, to provide students with tools to monitor their own learning, and to clarify misunderstandings. It’s also an essential part of early language, not only in second language acquisition, but also for children who are learning to speak their first language. When small children begin to connect objects or abstract notions with certain combinations of sound and stress, they occasionally need to confirm what they are hearing through this metalinguistic function, or code. In many ESL/EFL textbooks, dialogues flow seamlessly with no interventions or need for repair in understanding, but in real language acquisition, it is likely that an ELL will need tools and survival strategies whose specific function is to help them confirm the code. Providing students with situationally bound preferred formulae or standard lexical phrases like “Sorry, I didn’t catch that,” or “Could you spell that for me, please?” for moments when clarification is needed will allow them to navigate challenging or unclear communication. (Frendo, 2005). In a study whose subjects were primarily Korean speaking English language learners, a model was used to analyze communication strategies to repair non-understanding between participants that included four component steps: trigger, indicator, response and reaction.

In order to meet these conditions, it is necessary to use and to train students in the use of the metalinguistic function by modeling language analysis, focused reflection, and clarification/repair strategies, and by providing opportunities and scaffolded structure for students to discover and explore the

form, meaning and use of a variety of language elements. Enabling students to learn based on their own observations is of particular importance because, while there are certain established meanings and conventional ways of forming and expressing ideas, language evolves and students need to be able to learn independently and adapt to change in order to be effective communicators. Furthermore, “grammar is part of a broader range of resources, and its integrity and efficacy are bound up with its place in the organization of human conduct, and interaction in particular” (Atkinson, 2011). Because language is not a finite, closed system, it can be more effective to teach students how the system works than to try to define its boundaries.

2.6. The Poetic Function

Language is used to convey a specific message or message. Language expresses one's thoughts, ideas, feelings of willingness and behavior. As a communication tool, language is a medium to convey everything we feel, think and know to others. with language we can also learn, inherit from those that have been obtained by previous people.

This function is closely related to the sense of beauty "sense of beauty" that may radiate through strings of sound on poetry, songs and so on. this function is realized, other than those mentioned earlier, also through rhythm, alignment, contrast of sentences, clauses and words or diction. in terms of sound, for example alliteration, anomatope, asonance, rhyme, intonation and tone pressure, play a part in giving birth to Phoetic functions.

The Poetic Function, also known as the Aesthetic Function, deals with that language whose primary focus is the beauty of the language itself. The richness of sound and texture, and the balance that makes it a work of auditory art or poetic utterance. “The other functions need not be absent in poetic texts. They merely play a subordinate role, just as in other linguistic genres, the poetic function is not absent, but only appears in a subordinate role (in political slogans, advertising, commemorative speeches, etc.)” (Holenstein, 1974). Because the human mind seeks patterns, rhyming poetry has been used throughout history as a tool for teaching and preserving important messages. From the essential to the mundane, historic examples of texts characterized by the poetic function include ancient Chinese law, nursery rhymes such as *Hickory Dickory Dock*, mnemonic devices such as the rhyme beginning with *Thirty days hath September* as reference for practical information, and modern advertising slogans and jingles “The quicker-picker upper.”

Conversely, “formulaic language is useful when talking about the familiar and the recurrent... but it is inadequate for dealing with novel ideas and situations, where the more open ended aspects of language are paramount.” (Swan, 2006). Though providing students with the formulaic language that will make their language sound “native-like” may increase the degree to which they are perceived as “fluent,” we also need to recognize the monolingual bias of such views (Pavlenko, 2014) and acknowledge the unique voice that multilinguals can bring, empowering them to be creative and express themselves in a way that is both poetic and authentic. (Todeva, 2009). This ongoing process of creating novel

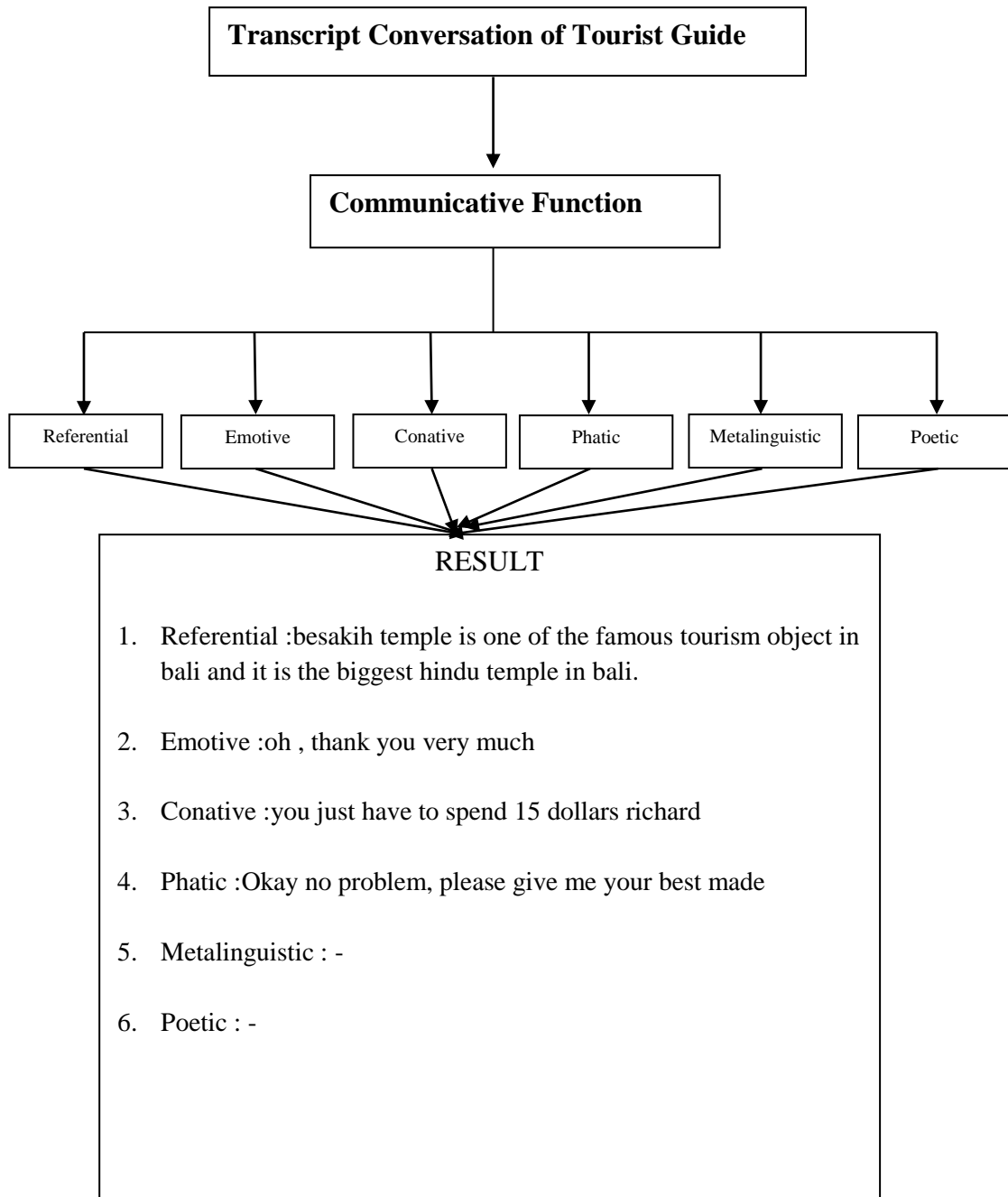
constructions ultimately contributes to the beauty and evolution of language, whose use “[cannot] be accommodated within the terms of a fixed language system.

B. Related Study

In this paper we have suggested that the functional approach to communication pioneered by Audrey Holland has ensured that research and clinical work with people with aphasia has stayed closely related to their everyday discourse needs. As both discourse analysis and conversation analysis have been increasingly applied in the field, we believe that further „un-packing“ and clarification of the specific skills and behaviors which contribute to ‘functional communication’ will further enhance aphasia assessment and treatment strategies. As we look to the future of providing relevant and socially grounded treatments for aphasia, we argue that theories of context, as well as detailed empirical findings about everyday discourse can further guide clinicians in their systematic selection of language sampling for assessment and toward a well ground selection of functional contexts for intervention. While this paper has ostensibly focused on expressive language resources, the negotiated nature of communication in everyday contexts also compels us to explore the effects of receptive language abilities, as well as the nature of other expressive modalities such as gesture and facial expression. Future studies need to examine all of these areas to gain a comprehensive picture of functional communication. Once again, however, it is

recommended that studies be conducted within a theoretical construct of context so that systematic and integrated analyses can add to our knowledge of functional communication.

C. Conceptual Framework



Classification of Communicative function

1. Referential is descriptions or contextual information (Context)
2. Emotive is interjections or expressions of emotional state (Addresser)
3. Conative is concerned with commanding; vocative or imperative addressing of the receiver (Addressee).
4. Phatic is concerns channel of communication; performs social task as opposed to conveying information; to establish, prolong, or discontinue conversation (Contact)
5. Metalinguistic is requires language analysis; using language to discuss language (Code)
6. Poetic is involves choosing words carefully; the art of words, often self-reflective (Message)

This research deals with Communicative Function on the conversation of tourist guide in Bukit Lawang. The researcher will be analyzed on the conversation of tourist guide in Bukit Lawang. We found the types of communicative function and the conversation of tourist guide is inspired from Book's Roman Jakobson as the writer. So many communicative function were found out in conversation of tourist guide is very interesting, get moral lesson, and message for the audiences. In this research, the researcher determined to find out the communicative function and their meanings on the conversation of tourist guide in Bukit Lawang and to find out the dominant communicative function and their meanings on the conversation of tourist guide in Bukit Lawang.

Based on those reason, the researcher will be help the readers and other researchers to get deep understanding about element of communicative function especially in conversation and the researcher believed that some of the problems of analyzing element of literature can be solved.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research descriptive qualitative methods designed by applying descriptive phenomenon design. This methods used in order to discover, identify, analyze, and describe about communicative function on the conversation of tourist guide in Bukit Lawang. Phenomenon design allows the researcher to analyze the words, sentence, and utterance of the conversation in the video.

B. Source of the Data

The data in this research was the spoken utterances by the characters containing of video and script on conversation between tourist guide and foreign tourist. The source of the data in this research was the 29 dialogue between tourist guide and foreign tourist. From the source of data, 34 utterances was selected as the data.

C. Technique for Collecting Data

The researcher collected sentences from video on the conversation of tourist guide in Bukit Lawang to obtain the data, several steps are:

1. Watching on video from conversation of tourist guide in Bukit Lawang.
2. Reading script.
3. Identify the sentences on the conversation of tourist guide in Bukit Lawang.

4. Underlining the meaning of communicative function on the conversation of tourist guide in Bukit Lawang.

D. The Technique of Analyzing the Data

The data would be studied based on theory found in discourse analysis, that was theory of discourse analysis by Stubbs. In analyzing the data, the researcher used theory proposed by Miles and Huberman (2014) who said that the qualitative data analysis consists of three procedures.

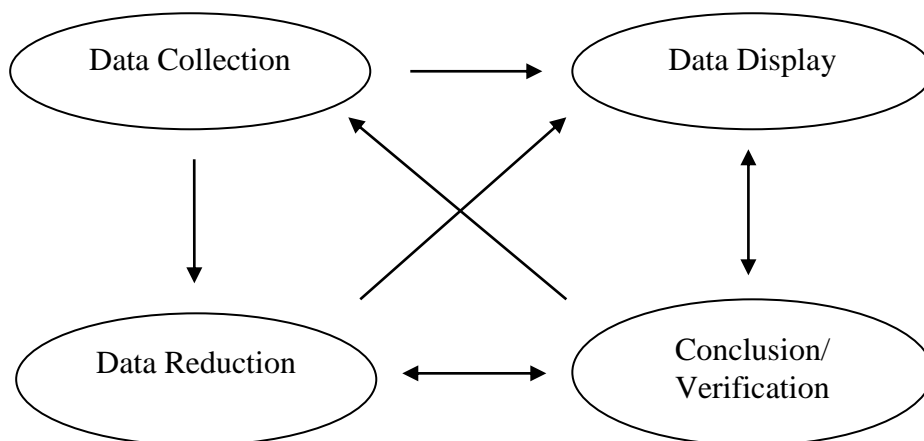


Diagram Technique of Analyzing the Data by Miles and Huberman (2014)

1. Data Reduction

In data Reduction, the first step was data selection. The data were selected from all utterances that uttered by the conversation of tourist guides and foreign tourist in Bukit Lawang, because all of the utterances are communicative function. After that, focused on types of communicative

function which contained sixth types of communicative function from the conversation of tourist guides and foreign tourist in Bukit Lawang that have been selected in order to make sure that it was really suitable as the data. In this process, the italic-typed was used as the sign of utterances related to the strategies. Next, simplified the sixth types of communicative function and the process of communicative function of tourist guides and foreign tourist were given some codes in order to make them easier to be classified in each category. The researcher placed them into table that presented in data analysis with each category by categorizing the utterances into types of communicative function. Then, data analysis was abstracted by describing in tabulation and together with research findings in this research. The last transformed the data have been displayed in tables.

2. Data Display

In data display, the data were organized. The organization was explored and investigated in detail description in order to be easier to draw the conclusion and also to let reader know why something in the way it. It is also aimed to sort the data into group or category. In this study, the researcher made the organization by showing the data in the table to put the categorization of communicative function utilized by tourist guides in Bukit Lawang. Then, concept made the data display into tables, some of the data were display and analyzed the detail description of the data that will be representative of each categories.

3. Conclusion Drawing Verification

In drawing conclusion, the data were interpreted and drawn a meaning from the data display. In drawing conclusion, the data were interpreted and drawn a meaning from the data display. Data display and drawing conclusion step would be discussed deeply to answer the research problem. In this section, the first answer for the research problem about types of communicative function and the second answer for the research problem about the process of communicative function.

CHAPTER IV
DATA AND DATA ANALYSIS

E. Data

The data of this study were taken from conversation between tourist guides and foreigns tourist. It was obtained communicative functions collected from observation and video recording. There were 29 dialogue of the source of the data and found 34 utterances as data of communicative functions used by tourist guides and foreign tourist at Bukit Lawang. This data was analyzed by using Roman Jakobson's theory which related communicative functions. After conducting analysis of communicative functions in all utterences that found in communication used by tourist guides and foreign tourist, the findings were presented in table 4.1.

Tabel 4.1.
**Data of Communicative Function from conversation between Tour Guide
and Foreign Tourist in Bukit Lawang**

No	Data
1	There a jungle and there so many orang utan.
2	You know this ?
3	Every friday the people collect all the rubber and put the some of the box and keep it to the market.
4	But as known the price of the rubber is cheaper.
5	The price of the rubber as a known 10.000 for one kilo.
6	This is dark fruit and the open take inside and eat some red colours in teeth.
7	This one for medicine for help something stomachache and take the fruit and eat.
8	That's meaning of orang utan people of the jungle.

9	Look a similar.
10	Because the life orang utan only just 3 or 4 baby not more.
11	So the male stay without humans house for long time ?
12	The female get pregnant get away find some other people is a good life.
13	So why, orang utan stay close to the city ?
14	This is like a village for orang utan, this is a resort national park. This place already like a home to orang utan.
15	Oh I see.
16	it is learning, it is easy for orang utan and his remember like a some like banana, milk, and everything.
17	No doubt, they like for the food.
18	It sometimes she go to move the jungle but normally this is her area.
19	That one her name mina, This one of the some orang utan agresif.
20	Ohh man... Mina is the most agresif.
21	You know mina ?
22	Yeah,
23	I saw the internet and jecky is the one of like mina.
24	You can saw...
25	the mina bite my finger.
26	Really ? is it real ?.
27	It's a one month ago.
28	It Hurt ?
29	It's okay...
30	You ever been bite by mina ?
31	I ever been bite from mina 7 years ago and then mina is not just bite guide or assistant guide also tourist.
32	So, be careful not make you scary, but just make take care yourself.
33	It's okey,
34	sometimes mina have bad mood sometimes mina good mood like playing, singing.

F. Data Analysis

1. Types of communicative functions on the conversation between tourist guide and foreign tourist at bukit lawang.

The data was analyzed were realized into the sixth types of communicative functions as below :

1. Referential Function

This function is also called an informative function that we often find in textbooks, newspapers, magazines and so on. this function is characterized by non-regional, non-idiolek, formal, technical and neutral language.

Data 1 : *There a jungle and there so many orang utan.*

From the data above, the tour guide start the conversation by giving the explanation and general informative about the jungle by used sentence/utterance *there a jungle and there so many orang utan* talk to the foreign tourist. That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 3 : *Every friday the people collect all the rubber and put the some of the box and keep it to the market.*

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about the rubber, the tour guide give explanation about the the rubber and also there is a lot of information on the sentence that the tour guide used is *Every friday the people collect all the*

rubber and put the some of the box and keep it to the market. So, the tour guide used utterance that has a referential function on it.

Data 5 : *The price of the rubber as a known 10.000 for one kilo.*

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about the rubber, the tour guide give explanation about the price of the rubber for about Rp. 10.000 for one kilo on the sentence that the tour guide used is *The price of the rubber as a known 10.000 for one kilo.* So, the tour guide used utterance that has a referential function on it.

Data 6 : *This is dark fruit and the open take inside and eat some red colours in teeth.*

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about the dark fruit, the tour guide give explanation about the dark fruit that can make your teeth become red if you eat the dark fruit. The sentence that the tour guide used is *This is dark fruit and the open take inside and eat some red colours in teeth.* So, the tour guide used utterance that has a referential function on it.

Data 7 : *This one for medicine for help something stomachache and take the fruit and eat.*

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about the dark fruit, the tour guide give explanation about the dark fruit that can be a medicine when you feel stomachache. The sentence that the tour guide used is *This one for medicine for help something stomachache and take the fruit and eat.* So, the tour guide used utterance that has a referential function on it.

Data 8 : *That's meaning of orang utan people of the jungle.*

From the data above, when the tour guide and foreign tourist meet the orang utan, the tour guide start the conversation by give the explanation and general informative about the orang utan is a people of the jungle by used sentence/utterance *That's meaning of orang utan people of the jungle* talk to the foreign tourist. That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 10 : *Because the life orang utan only just 3 or 4 baby not more.*

From the data above, when the tour guide and foreign tourist meet the orang utan, the tour guide give the explanation and general informative about the orang utan only have a baby just 3 or 4, not more from 4 baby. The sentence that used the tour guide is *Because the life orang utan only just 3 or 4 baby not more* talk to the foreign tourist and this sentence become a good information to the

foreign tourist. That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 12 : *The female get pregnant get away find some other people is a good life.*

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about “So, the male stay without humans house for long time?”, the Tour Guide give explanation about the female (orang utan) when she get pregnant, she will go and found another male (orang utan). The sentence that the tour guide used to give information to the foreign tourist is *The female get pregnant get away find some other people is a good life*. So, the tour guide used utterance that has a referential function on it.

Data 14 : *This is like a village for orang utan, this is a resort national park.*

This place already like a home to orang utan.

From the data above, the sentence as a informative or information to the foreign tourist. Because when the foreign tourist ask about “So why, the orang utan stay close to the city?”, and the Tour Guide give explanation about the place that the orang utan living. The sentence that the tour guide used to give information to the foreign tourist is *This is like a village for orang utan, this is a resort national park. This place already like a home to orang utan*. So, the tour guide used utterance that has a referential function on it.

Data 16 : *it is learning, it is easy for orang utan and his remember like a some like banana, milk, and everything.*

From the data above, the tour guide give the explanation and general informative about what is the orang utan easy to remember, and what is the orang utan very like. So the tour guide give information by used sentence/utterance *it is learning, it is easy for orang utan and his remember like a some like banana, milk, and everything* talk to the foreign tourist. That is a more information about orang utan to the foreign tourist. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 18 : *It sometimes she go to move the jungle but normally this is her area.*

From the data above, the tour guide give the explanation and general informative about how is the moving orang utan in the jungle. So the tour guide give information by used sentence/utterance *It sometimes she go to move the jungle but normally this is her area* talk to the foreign tourist. That is a more information about orang utan to the foreign tourist. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 19 : *That one her name mina, This one of the some orang utan agresif.*

From the data above, the tour guide introduced Mina, is the one of orang utan in the jungle. So the tour guide give information by used sentence/utterance *That one her name mina, This one of the some orang utan*

agresif to the foreign tourist. That is a more information about orang utan to the foreign tourist. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 23 : *I saw the internet and jecky is the one of like mina.*

From the data above, The foreign tourist give information and explanation that he ever saw the orang utan like Mina in the internet, his name is Jecky. So for this moment is the foreign tourist give information about his experienced to the tour guide. The referential function that foreign tourist used in the sentence is *I saw the internet and jecky is the one of like mina.* So, That sentence has a function is Referential function as a informative or information to the Tour Guide.

Data 25 : *the mina bite my finger.*

From the data above, the tour guide tell to the foreign tourist that his finger ever bite by Mina (orang utan). So the tour guide give information by used sentence/utterance *the mina bite my finger* to the foreign tourist. That is a information and experienced from the tour guide. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 27

Foreign tourist : *Really ? is it real ?*

Tour guide : *It's a one month ago.*

From the data above, the tour guide gave the information about when his finger bite by Mina (orang utan). So the tour guide give information by used sentence/utterance *It's a one month ago* to the foreign tourist. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 31

Foreign tourist : *You ever been bite by Mina ?*

Tour Guide : *I ever been bite from mina 7 years ago and then mina is not just bite guide or assistant guide also turist.*

From the data above, the tour guide tell about his experienced that he ever bite by Mina (orang utan) 7 years ago. So the tour guide give information by used sentence/utterance *I ever been bite from mina 7 years ago* talk to the foreign tourist. That is a information and experienced from the tour guide. So, That sentence has a function is Referential function as a informative or information to the foreign tourist.

Data 34 : *sometimes mina have bad mood sometimes mina good mood like playing, singing.*

From the data above, The Tour Guide give information about Mina. so for this moment the tour guide give information about the mood Mina that can change sometime good and sometime badmood. The referential function that the tour guide used in the sentence is *sometimes mina have bad mood sometimes mina*

good mood like playing, singing. so, that sentence has a function is Referential function as a informative or information to the Foreign Tourist.

2. Emotive Function

That is, humans can express themselves free from their goals. this function can be seen in the languages used by authors in literature, both novels, short stories, dramas and others. the most important thing in this function is the ideas and ideas of the author or author. In addition, expressive language functions can be seen in authoritative statements such as political speeches, character documents, scientific works and others.

Data 9

Tour Guide : *That's meaning orang utan people of the jungle. Just the way i think the culture of orang utan similar like human.*

Foreign Tourist : *Look a similar.*

From the data above, after the tour guide give the explanation about the orang utan, the foreign tourist give some expression that can express what the foreign tourist feel. And the utterance that the foreign tourist used is *Look a similar.* so the utterance that the foreign used is as a emotive function, that the function can express, can show what the foreign tourist feel.

Data 15

Tour guide : *This is like a village for orang utan, This is a resort national park. This place already like home to orang utan.*

Foreign tourist : *oh I see...*

From the data above, after the tour guide give the explanation about the orang utan home, the foreign tourist give some expression that can express what the foreign tourist feel and make the foreign tourist is impressed. And the utterance that the foreign tourist used is *oh I see....* so the utterance that the foreign used is as a emotive function, that the function can express, can show what the foreign tourist feel is amazed and impressed.

Data 20

Tour guide : *That one her name Mina. This one of the some orang utan agresif.*

Foreign tourist : *ohh man... Mina is the most agresif.*

From the data above, after the tour guide give the explanation about the orang utan home, the foreign tourist give some expression that can express what the foreign tourist feel and make the foreign tourist is impressed. And the utterance that the foreign tourist used is *ohh man....* so the utterance that the foreign used is as a emotive function, that the function can express, can show what the foreign tourist feel is amazed and impressed.

Data 22

Tour guide : *You know Mina ?*

Foreign tourist : *Yeah, I saw the internet and Jecky is the one of like Mina.*

From the data above, after the tour guide give some ask question about Mina (orang utan), the foreign tourist give expression that can express what the foreign tourist ever seen before and make the foreign tourist is impressed. And the utterance that the foreign tourist used is *Yeah*. so the utterance that the foreign used is as a emotive function, that the function can express, can show what the foreign tourist ever feel, ever seen before in the internet.

Data 29

Tour guide : *It's a one month ago.*

Foreign tourist : *it hurt ?*

Tour guide : *It's okey,*

From the data above, when the tour guide said he ever been bite by Mina (orang utan), the foreign tourist has a utterance and ask to the tour guide “it hurt?”. And after that, the tour guide said *it's Okay*, can show that the tour guide still alright and fine after that happend. The utterance *it's okay*, has a function as a emotive function, that can express what the tour guide feel.

Data 33

Tour guide : *I ever been bite from mina 7 years ago. So, be careful not make you scary, but just make take care yourself.*

Tour guide : *It's okey, sometimes mina have bad mood sometimes mina good mood like playing, singing.*

From the data above, after the tour guide give explanation and information about Mina (orang utan) is aggressive, the foreign tourist give expression scary and afraid, but without say anything. And the tour guide know about the foreign tourist expression is scary, so the tour guide directly said the utterance that has a emotive function is *It's okey..* so the utterance that the foreign used is as a emotive function, that the function can express, can show what the tour guide feel.

3. Conative Function

Language is used to motivate others to behave and do something. efforts to influence and act of others is an activity of social control. Language serves to support social activities to take place smoothly.

Data 2

Tour Guide : *You know this ?*

Foreign Tourist : *Yes, to make this.*

From the data above, the tour guide influence foreign tourist to provide information and or force or instruct foreign tourist to do something. The utterance that the tour guide used is *You know this ?*. so that utterance/sentence has a function is Conative Function, that can influence the foreign tourist to do something, or ask that the question by give information.

Data 11

Foreign Tourist : *So, the male stay without humans house for long time ?*

Tour guide : *This is for the male or orang utan is good life for them
and the female get pregnant get away find some other
people is a good life.*

From the data above, the foreign tourist influence Tour Guide to provide information and or force or instruct Tour Guide to do something. The utterance that the foreign tourist used is *So, the male stay without humans house for long time ?*. so that utterance/sentence has a function is Conative Function, that can influence the Tour Guide to do something, or ask that the question by give information.

Data 13

Foreign tourist : *So why, orang utan stay close to the city ?*

Tour guide : *This is like a village for orang utan, This is a resort
national park. This place already like home to orang utan.*

From the data above, the foreign tourist influence Tour Guide to provide information and or force or instruct Tour Guide to do something. The utterance that the foreign tourist used is *So why, orang utan stay close to the city ?*. so that utterance/sentence has a function is Conative Function, that can influence the Tour Guide to do something, or ask that the question by give information.

Data 21

Tour guide : *You know Mina ?*

Foreign tourist : *Yeah, I saw the internet and Jecky is the one of like Mina.*

From the data above, the tour guide influence foreign tourist to provide information and or force or instruct foreign tourist to do something. The utterance that the tour guide used is *You know Mina ?*. so that utterance/sentence has a function is Conative Function, that can influence the foreign tourist to do something, or ask that the question by give information.

Data 24

Foreign tourist : *Yeah, I saw the internet and Jecky is the one of like Mina.*

Tour guide : *You can saw, the mina bite my finger.*

From the data above, the tour guide influence foreign tourist to make his eyes focussed on the what tour guide show in the his hand. The utterance that the tour guide used is *You can saw...* by showing something in the his hand. so that utterance/sentence has a function is Conative Function, that can influence the foreign tourist to do something, or ask that the question by give information.

Data 30

Foreign tourist : *You ever been bite by mina ?*

Tour guide : *I ever been bite from mina 7 years ago*

From the data above, the foreign tourist influence Tour Guide to provide information and or force or instruct Tour Guide to do something. The utterance

that the foreign tourist used is *You ever been bite by mina ?*. so that utterance/sentence has a function is Conative Function, that can influence the Tour Guide to do something, or ask that the question by give information.

Data 32 : *So, be careful not make you scary, but just make take care yourself.*

From the data above, the tour guide influence foreign tourist to keep distance and stay close from the aggressive orang utan. The utterance that the tour guide used is *So, be careful not make you scary, but just make take care yourself.* so that utterance/sentence has a function is Conative Function, that can influence the foreign tourist to do something, or ask that the question by give information.

4. Phatic Function

Phatic functions are more directed at maintaining close relationships with the other person. Phatic functions are usually present in standard phrases in spoken language such as: how are you, good morning, good luck and so on. As for written language, we often find Phatic functions in expressions such as: of course, no doubt and so forth.

Data 17

Tour guide : *So it is learning, it is easy for orang utan and his remember like a some like banana, milk, and everything.*

Foreign tourist : *No doubt, they like for the food.*

When the Tour guide explain about the orang utan is remember and like fruit like banana, milk and everything about fruit, respon from the foreign tourist

said “*no doubt*, they like for the food”. From the data above there is a sentence “*no doubt*” which is an absolute example that has Phatic Function in it. It can make the relationship between two person more closer and familiar.

Analyzed data 26 and data 28 by used conversation below:

Tour guide : *You can saw, the mina bite my finger.*

Foreign tourist : *Really ? is it real ?*

Tour guide : *It's a one month ago.*

Foreign tourist : *it hurt ?*

From the conversation above foreign tourist is more directed at maintaining close relationships with the tour guide by used sentence that very nicely respon about the incident bite finger that happen to the Tour Guide. When Tour Guide tell about he ever bite by mina (orang utan), the foreign tourist have good respon, care to the tour guide and ask by used the sentence on the example above, *Really? Is it real?* And then the Tour guide answer “it’s a one month ago” and the foreign tourist respon again, by sentence *it hurt?*. So the sentence *When? Is it real?* and *it hurt?* has a Phatic Function on it, that make the relationship between two person more closer and familiar.

5. Metalinguistic Function

Language is used to discuss language problems with certain languages. this function refers more to the language's ability to explain or name and also comment on its own characteristics. in other words that language speaks of itself.

this function is often represented by grammatical terms such as: crying is a verb, chalk is a noun, good adjectives and others.

Data 4 : *But as known the price of the rubber is cheaper.*

From the data above, there is a sentence *but as is known* which belongs to the metalinguistic function, namely the ability of language to explain or name and also comment on its own characteristics. in other words that language speaks of itself. As for the example of another sentence that has the same function as the above sentence *but as known* is: *in a broad sense, sometimes it is called, honestly, literally* and so on.

6. Poetic Function

Language is used to convey a specific message or message. Language expresses one's thoughts, ideas, feelings of willingness and behavior. As a communication tool, language is a medium to convey everything we feel, think and know to others. with language we can also learn, inherit from those that have been obtained by previous people.

This function is closely related to the sense of beauty "sense of beauty" that may radiate through strings of sound on poetry, songs and so on. this function is realized, other than those mentioned earlier, also through rhythm, alignment, contrast of sentences, clauses and words or diction. in terms of sound, for example alliteration, anomatope, asonance, rhyme, intonation and tone pressure, play a part in giving birth to Phoetic functions.

In the conversation of tour guide that the researcher analyzed, there is no found about the Poetic function, because on the conversation there is no word or sentences that used from the tour guide or foreign tourist that produced rhythm, alignment, contrast of sentences, clauses and words or diction.

2. The process of communicative function on the conversation of tourist guide in Bukit Lawang

The process of communicative function on the conversation between tour guide and foreign tourist are realized that every sentence on the conversation has a function. There were sixth types of communicative function, namely Referential Function, Emotive Function, Conative Function, Phatic Function, Metalinguistic Function, and Poetic Function. So, the types of communicative function are realized on the conversation. Because every sentence that used by tour guide and foreign tourist has a function. For make it clear, it can be seen in table 4.2 below.

Table 4.2

Types of Communicative Function

No.	Types of communication strategies	Amount	Percentage
1.	Referential Function	17	50 %
2.	Emotive Function	6	18 %
3.	Conative Function	7	20.5 %
4.	Phatic Function	3	9 %
5.	Metalinguistic Function	1	3 %
6	Poetic Function	0	0 %

From table 4.2. above, it could be found that were 17 (50%) for Referential Function, 6 (18%) for Emotive Function, 7 (20.5%) for Conative Function, 3 (9%) for Phatic Function, 1 (3%) for Metalinguistic Function, and 0 (0%) for Poetic Function. It means that the most type of communicative function that used on the conversation is Referential Function. And the most dominant types on the conversation is Referential function, because on the conversation there is so many information on it.

G. Research Finding

Having analysis the data it can conclude some of finding as follows :

1. There were 29 dialogue and found 34 data of communicative functions which contained communicative function used by tour guide and foreign tourist from the conversation at Bukit Lawang. There were 17 (50%) for Referential Function, 6 (18%) for Emotive Function, 7 (20.5%) for Conative Function, 3 (9%) for Phatic Function, 1 (3%) for Metalinguistic Function, and 0 (0%) for Poetic Function. The most dominant types of communicative function used by tour guide and foreign tourist at bukit lawang was Referential Function is 17 (50%). It means that the most type of communicative function that used on the conversation of tour guide and foreign tourist is Referential Function. And make clear by show the chart below :

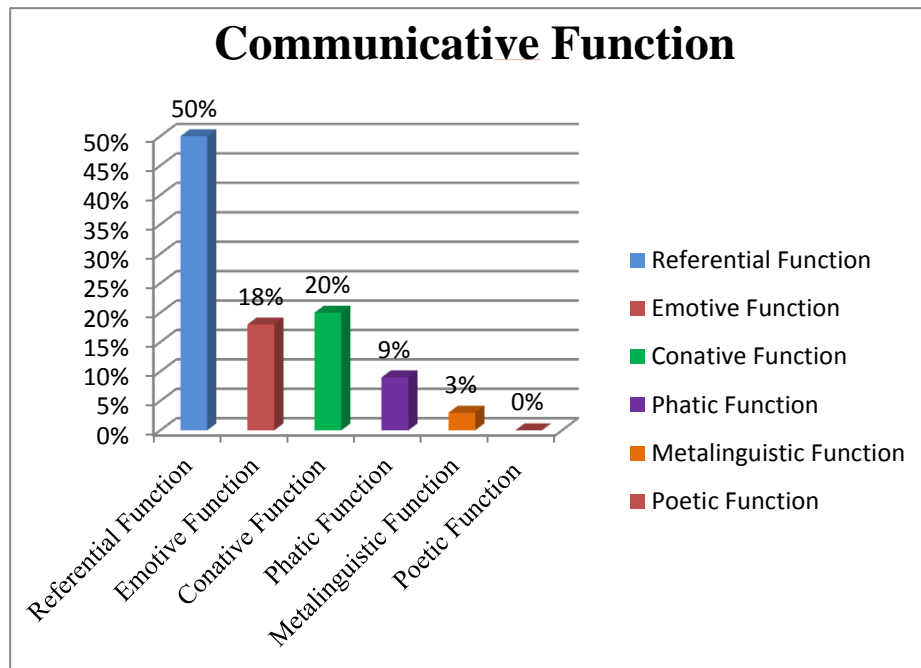


Chart 1. Types of Communicative Functions

2. The process of communicative function on the conversation between tour guide and foreign tourist are realized that every sentence on the conversation has a function. So, the types of communicative function are realized on the conversation. Because every sentence that used by tour guide and foreign tourist has a function. And the most dominant types on the conversation is Referential function, because on the conversation there is so many information on it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was obtained some conclusion as follows:

1. There were 29 dialogue and found 34 data of communicative functions which contained communicative function used by tour guide and foreign tourist from the conversation at Bukit Lawang. There were 17 (50%) for Referential Function, 6 (18%) for Emotive Function, 7 (20.5%) for Conative Function, 3 (9%) for Phatic Function, 1 (3%) for Metalinguistic Function, and 0 (0%) for Poetic Function. The most dominant types of communicative function that realized used by tour guide and foreign tourist at bukit lawang was Referential Function is 17 (50%). It means that the most type of communicative function that used on the conversation of tour guide and foreign tourist is Referential Function.
2. The process of communicative function on the conversation between tour guide and foreign tourist are realized that every sentence on the conversation has a function. In fact that communicative function is important to learn. each language has a function. this shows that the language produced generally comes from its function. we must understand in advance about its function to be able to produce the right language and good to the other person. from the explanation above shows that communicative function is very important to learn to make it easier for humans to communicate with other people, and make it easier for humans to understand what the intent and purpose of the language has been spoken.

B. Suggestion

After analyzing the data, suggestion are offered as the following :

1. For the guides it can help them to enrich their knowledge about communicative function and can be guides for them to make easier in communication to the foreign tourist.
2. For the teacher it can be reference for them to teach function of language for the student.
3. For the linguist it is advisable to examine and explore matters related to the special linguistic in order to contribute to the development of the sains of language.

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