

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The most important thing for humans to do interaction with each other is for communication. To communicate, they need language to obtained or exchanged information. According to Pratiwi and Jayantini (2013: 3), the purpose of communication related to the messages, and the system of language related to the techniques of conveying the message. Communication can be verbal, nonverbal, visual, and written. Verbal communication is the most commonly used, usually done by speaking to the other people or using sign language. Non-verbal communication is a way of communicating through the body language, body gestures, and expressions of the face. Visual communication is communication that is assisted by pictures, graphs, charts, and photos to convey information, usually for presentations. Written communication means that information will be conveyed in a written way, either with letters, numbers, or symbols. Writing is usually used to share information through books, blogs, letter or social media. Communication must be done clearly so as not to lead to misunderstanding.

Books are part of written communication. There are many types of books, one of which is a novel. According to (Oshima & Hogue, 2007) in Damayanti (2021),

Sentences are defined as a group of words that aims to express a complete thought that contains at least one subject and one verb. There are many sentences written in the novel, they are declarative, imperative, exclamatory, and interrogative sentence. Interrogative sentence has a function to ask about the information and it is always ended with an interrogative mark (Quirk, 1972: 387).

Interrogative sentences have a lot of function in daily life communication; therefore, the writer is interested to analyzing them. The word "interrogative" refers to a statement that asks a question. Interrogative sentences are used to ask for information, ask questions, and confirm queries and replies both orally and in writing, in addition to asking. Furthermore, mastering this type of sentence will enable everyone to interact with one another by asking questions, seeking information, or clarifying something that is relevant to what they want to ask or find. Interrogative sentences can also be found in common conversations, such as at school or at work, as well as in written works such as textbooks and literary works such novels, comics, and other works. Besides, to know the function of the interrogative sentence itself, it is important to know about the context of the situation that occurred at that time, therefore the theory about the context of the situation from Halliday (1989) is also used by the author in this study.

Highly concerned on the fact being exposed above, this study comes up with the idea of investigating the types of interrogative sentence and their function with reference to the novel with the title *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* by C. S. Lewis. This novel was chosen because there are a lot of dialogue

that using interrogative sentences and many interrogative sentences can be found in this novel, and because this novel was a spiritual, mystery and fantasy genre, so there must be many questions that must be asked which of course have many interrogative sentences in it and the writer needs them as the main data that are relevant to the topic of this paper. Furthermore, this novel is very interesting to be analyzed because the story of this novel is very attractive which has fantasy, children's literature, and mystery inside it so this study will focus more on analyzing interrogative sentences. In this novel, the researcher found one example in Wh-Question:

"How you have come into Narnia?"

(The Chronicles of Narnia: The Lion, The Witch and The Wardrobe: page 5, line 20)

This sentence is classified as a Wh-Question because it began with the word "how" which is one of the wh-element and it appeared in the first of the sentence above. Based on the context of the situation of that statement, it has function as asking information. In the context of this situation, it can be seen in the sentence above Mr. Tumnus asks for information about how Lucy got into the world of Narnia. From this question it is known that Mr Tumnus asked for information about Lucy's whereabouts.

1.2 Problems of the Study

To start analyzing interrogative sentences, the researcher must decide what to analyze. The following two problems that will be solved by the researcher are:

1. What are the types of interrogative sentences found in *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* novel?
2. What are the functions of interrogative sentences in *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* novel?

1.3 Objectives of the Study

To answered the problem of interrogative sentences analysis above, the researcher can conclude that the objectives of the study is down below:

1. To find the types of interrogative sentences found in *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* novel.
2. To analyzed any functions of interrogative sentences found in *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* novel.

1.4 Limitation of the Study

A study requires limitations in doing it so that the scope of the research becomes clear, then the discussion and testing of the theory does not widen anywhere and can achieve the objectives of the research within the limitations of time and resources. In

this study, the researcher limits the research to focus on analyzed only the types of interrogative sentences and their functions based on the context of situation.

1.5 Significance of the Study

This study has two significances, they are theoretical significance and practical significance. These two significances explain as follows:

1.5.1 Theoretical Significance

Theoretically, this research aims are to analyze the types and the functions of interrogative sentences. By analyzing it, the researcher has to prove that the theories that used is strengthen the theory or invalidate it. This research is expected to be a contribution to science related to the same topic to be discussed.

1.5.2 Practical Significance

By doing the research, the researcher wishes this study can assist the reader to know more about interrogative sentences, whether it is of its type or the function of it. This study also can be useful for the other researcher who are analyzing about interrogative sentences as well.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

In the second chapter of this study, the writer discussed about the literature review, concepts, and the theories that the writer used in analyzing the data. The literary work that the author uses was related and focuses on the interrogative sentence. The writer chose three literary works consist of theses and articles related to the topic. In the concept section are explained about the definition of the terms that used by the author. The last is a discussion of related theories that used to analyzed the data.

2.1 Review of Related Literature

This part of study contains topics also the years of research as a review of libraries, problems, theories and results of the previous research. In doing research, the writer also needs the results of another research to be compared to the research that the writer does. Therefore, here the writer mentioned other research who are used as a reference in made this study and their previous study and their differences also similarities with this study.

The first thesis was written by Mahadewa (2018) entitled “The Analysis of Interrogative Sentences in English Found in *Goosebumps-Vampire Breath* Novel by R. L. Stine”. This thesis concerned to discussed about the types and the functions of

interrogative sentence that contains in the *Goosebumps-Vampire Breath* novel. This thesis used two theories. In the first theory, Mahadewa used two different books by Quirk, et.al. (1985 and 1972) to analyze the types of interrogative sentences, the first book entitled *A Comprehensive Grammar of the English Language* to analyze about major types of interrogative sentence and the second book is *A Grammar Contemporary English* to analyze about the minor types of interrogatives sentence. The second theory is *A Practical English Grammar* by Thomson (1986) that was used for analyzed the functions of interrogative sentences.

Based on Mahadewa's finding, he found two types of interrogative sentences used in *Goosebumps-Vampire Breath* novel, there were (1) major types of interrogative sentences and (2) minor types of interrogative sentences. Major types of interrogative sentences divided in to two types, they were (1) yes-no question and (2) W-H question. In the minor types of interrogative sentences, he found four data of rhetorical question. Then he also found five functions of interrogative sentences, they are (1) interrogative sentence as asking information, (2) interrogative sentence as confirmation, (3) interrogative sentence as suggestion, (4) interrogative sentence as request, and (5) interrogative sentence as invitation. In analyzing his data, he used the descriptive qualitative method.

The differences between these two studies are the theories that are used. Mahadewa (2018) used two different books to analyze the types of interrogative sentence, they are from Quirk, et. al (1985) with the title *A Comprehensive Grammar*

of the English Language and Quirk, et. al. (1972) entitled *A Grammar Contemporary English*. Meanwhile the writer uses one book to analyze the function of interrogative sentence from Thomson (1986) entitled *A Comprehensive Grammar of the English Language*. The other differences are seen in the data source, both studies are using novel as the data source but with the different title. Mahadewa use a novel entitled *Goosebumps-Vampire Breath* and the writer use a novel with the title *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*. The similarities between these two studies are that focus on the types and functions of interrogative sentences, also use theories from the same experts, they are Quirk (1985) and Thomson (1986), and the same method that are used are descriptive qualitative method.

The second previous study is conducted by Agustini (2013) entitled “W-H Question Found in Novel *Running Scared*.” Here, she focused on discussing the types of W-H questions and their functions in *Running Scared* novel. The theory that used by the writer is from Thomson (1986) with the title *A Practical English Grammar* and from Quirk, et.al (1985) with the title *A Comprehensive English Grammar*. She used descriptive qualitative method to analyze her data.

Here, she found three types of W-H questions in the data source, namely (1) positive W-H question, (2) negative W-H question, and (3) alternative W-H question based on the theory from Quirk, et.al (1985). Meanwhile, for the function of the W-H question, the writer finds 4 types of functions, such as (1) asking for information, (2) asking for suggestion, (3) asking for invitation, and (4) asking for confirmation.

This study is completely different from the author's topic of discussion. Agustini's title of thesis is "W-H Question Found in Novel *Running Scared*" meanwhile the writer title is "An Analysis of Interrogative Sentences in English Found in *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* Novel by C. S. Lewis". However, Wh-question was included in the type of interrogative sentences that will be discussed by the author, therefore the writer chose this thesis to understand more deeply about the wh-question. The data sources used are both novels but with different title. Agustini used novel entitled *Running Scared*, meanwhile this study used a novel with the title *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*. The similarities with this study are the theory that used was both the theory of Quirk (1985) and Thomson (1986) and the method that used is descriptive qualitative method.

The last previous study was taken from an article entitled "Analysis of Interrogative Sentences Found in the Novel *King of Sword* by Nick Stone" written by Widiyana (2017). This article focused to analyze the types and the function of interrogative sentence found in the novel *King of Sword* by Nick Stone. He used two theory books from Quirk, et.al. (1985 and 1972) to analyze the types of the interrogative sentence. They are *A Comprehensive Grammar of the English Language* and *A Grammar Contemporary English*. The writer analyzes the functions of the interrogative sentence using the theory from Thomson and A.V Martinet (1986) from

the book entitled *A Practical English Grammar*. He used two methodologies to analyze his data, the first is descriptive qualitative and second is quantitative method.

Based on his findings, he found two types of interrogative sentences used in *King of Sword* novel, they are (1) major types of interrogative sentence and (2) minor types of interrogative sentences. In the major types, there are (1) yes-no question, (2) w-h question, and (3) alternative question. In the minor types he found only one rhetorical question. Meanwhile, for the functions of interrogative sentence he found eight functions of interrogative sentence, they are (1) interrogative sentence as suggestion, (2) interrogative sentence as confirmation, (3) interrogative sentence as asking information, (4) interrogative sentence as invitation, (5) interrogative sentence as offering, (6) interrogative sentence as permission, (7) interrogative sentence as a request, and (8) interrogative sentence as greeting.

Widiyana's study has the same aim with this study, namely to analyze the types and functions of interrogative sentences, but the differences are just in the theory. He used theories with 2 books from Quirk (1985 and 1972), namely *A Comprehensive Grammar of the English Language* and *A Grammar Contemporary English* to analyze the types of interrogative sentences. The theory he uses to analyze the function of interrogative sentences is the same as the writer, namely the theory of Thomson (1986), the data sources used are also novels with different titles. Widiyana used a novel entitled *King of Sword* by Nick Stone meanwhile the writer used a novel with the title *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* by C. S. Lewis. The

method that are used was different from the writer, Widiyana used descriptive qualitative and quantitative method meanwhile the writer uses only descriptive qualitative method.

2.2 Concepts

There are several concepts that the writer used in this study. This concept aims that the reader understands in advance the general terms that used by the researcher and can understand the next explanations from the researcher. These concepts consist of the following words:

2.2.1 Sentence

As Hawker quoted in the Oxford Dictionaries (2006: 631), sentence is a set of words that is complete in itself, conveying a statement, question, exclamation, or command. Sentences usually contains subject and verb. In written English sentences starts with a capital letter then will ends with a period (.), question mark (?), and exclamation mark (!). Sentence is an indeterminate unit which means it is difficult to decide, especially in spoken language, where one sentence ends and another sentence begins (Quirk, 1985: 47).

2.2.2 Interrogative Sentence

Interrogative is a sentence which be formally marked in two ways, namely yes-no interrogative and wh-interrogatives (Quirk, 1985: 803). An interrogative sentence

is a sentence that asks about something. In other words, it is a question and always end with a question mark (?) that makes them easy to spot. The interrogative sentence is mark by three criteria, the first is placing the operator in front of the subject, second is the initial of the interrogative sentence use wh-element, and the last is rising “question” intonation (Quirk, 1972: 387).

2.2.3 Novel

Novel is a story of book length about imaginary people and events (Oxford Dictionaries, 2006: 467). Klarer (1998:144) states that novel is important genre of prose fiction which developed in England in the eighteenth century; the epic and the romance are indirect precursors.

2.3 Theories

To analyze the problems of the study, there are some theories that used by the writer. The first is the theory to analyze the types of interrogative sentences from Quirk, et.al. (1985) entitled *A Comprehensive Grammar of the English Language* and the second theory is from Thomson (1986) entitled *A Practical English Grammar* to analyze the functions of interrogative sentence.

2.3.1 Major Types of Interrogative Sentence

According to Quirk et. al. (1985) in their book entitled *A Comprehensive Grammar of the English Language*, this book has three major types of interrogative

sentence. They are yes-no question, wh-question, and alternative question. The major types of interrogative sentence were presented below.

2.3.1.1 Yes-No Question

Yes-no questions are formed by placing the operator before the subject and giving a rising intonation in a sentence (Quirk, 1985: 806). The answer is expected affirmation (yes) or negation (no). It uses the operators such modal auxiliary as be, have and do.

Example:

1. *Our team was beaten* -*Was our team beaten?* (Quirk, 1985: 807)
2. *He likes driving* -*Does he like driving?* (Quirk, 1985: 807)

Yes-no question that was analyzed here was divided again into five parts, they are (a) positive yes-no question, (b) negative yes-no question, (c) declarative question, (d) tag question, and (e) yes-no question with modal auxiliary.

a. Positive Yes-No Question

Yes-no questions are in the form of any and ever. Questions of this naturally are generally neutral and usually without bias the expectation of a positive or negative response (Quirk, 1985: 808). This means the question has neutral pattern in the sense leaves open whether the answer to positive or negative.

Example:

1. *Someone called last night* -*Did anyone call last night?* (Quirk, 1985: 808)
2. *The boat has left already* -*Has the boat left yet?* (Quirk, 1985: 808)

Those sentence above are yes-no question because the operator (did, has) is put before the subject and the answer is yes or no.

b. Negative Yes-No Question

Negative yes-no question found in negative orientation. Negative orientation is found in questions which contain a negative form of one kind or another. Negative orientation is complicated by an element of surprise or disbelief. The implication is that the speaker had originally hoped for a positive response, but new evidence now suggests that the response will be negative.

Example:

“Hasn’t he told you what to do?” (Quirk, 1985: 808)

As it has mentioned above, the negative question is built by an element of surprises which indicates the positive meaning. It means “Surely, he has told you what to do, hasn’t he? I would have thought that he had told you”. Here, there is a combining of a positive and a negative attitude. Because the old expectation tends to be identified with the speaker’s hopes or wishes, negatively orientated questions often express disappointment or annoyance.

c. Tag Question

The question tag contains an operator and a subject. Negative particles are placed after pronouns such as "Did they not?" "Is she not?". The operator is the same as the operator from the previous statement (I've never seen Ana before, right?) and if

the operator isn't present, the auxiliary word "do" is usually used (He knows you, doesn't he?). The subject of this question must be a pronoun in number, person, and gender. If the statement positive, the tag will be negative. And if the statement negative, the tag will also be positive (Quirk, 1985: 810).

d. Declarative Question

Not all yes-no questions have subject-operator inversion. The declarative question is a type of question which is identical in form to a declarative sentence, except for the final rising question intonation, for the example:

"You've got the explosive?" "He didn't finish the race?"

(Quirk, 1985: 814)

Negative questions will also be negatively oriented, and the non-assertive form is used following the negative, for the example:

"You didn't get anything to eat?" "Nobody ever stays at your place?"

(Quirk, 1985: 814)

e. Yes-No Question with Modal Auxiliary

The formation of yes-no questions with modal auxiliaries is subjected to certain limitations and meaning shifts. Permission (*may, can*) and obligation (*must, have to*) are modals which refer to the speaker's authority in statements and the hearer's authority in questions. (Quirk, 1985: 815).

Example:

A: *May/Can I leave now?* [Will you permit me. . .]

B: *Yes, you may/can* [I will permit you...]

A: *Must I/Do I have to leave now?* [Are you telling me...]

B: *Yes, you must/have to* [I am telling you...]

(Quirk, 1985: 815)

The question above suggests the acceptable form for the response.

2.3.1.2 Wh-Question

Who/whom/whose, what, which, when, where, why, and how are the form of interrogative words in Wh-questions. Wh-questions are also called information questions. Wh-questions, unlike yes-no questions, generally have a falling tone. In the sentence, the wh-element comes first, and the wh-word comes first in the wh-element (except the wh-word is within a prepositional complement) (Quirk, 1985: 817).

Example:

- *Why are they always complaining?* (Quirk, 1985: 818)

- *How long have you been waiting?* (Quirk, 1985: 818)

The usual statement is altered in wh-questions not only by the initial placement of the wh-element, but also by the inversion of the subject and operator, as we can see above. When there is no operator in the analogous statement, "do" is introduced as an operator in the question, much as it is in wh-questions and yes-no questions. The

operators "be" and "have" are the main verbs. W-h question divided into positive and negative:

a) Positive Wh-Question

A sentence named presupposition is usually paired with a wh-question. This is a statement that contains an indeterminate expression like "somebody". Normal statement ordering is preserved by the presupposed statement, which is considered to be true by whoever asks the question. (Quirk, 1985: 819)

Example:

- *Someone opened my letter* (Quirk, 1985: 819)
- *You will be promoted sometime* (Quirk, 1985: 819)

Presuppositions differ between *What* and *Which*:

- *What composer(s) do you like best?* [You like some composer(s) best]
- *Which composer(s) do you like best?* [You like some/one of the composers best]

(Quirk, 1985: 819)

As we see in previous cases, a positive wh-question may generally match with a positive assumption.

b) Negative Wh-Question

Wh-question that negative will contains a negative form of one kind or another, when they involve the operator, the insertion of not (the affixes construction/n't)

Example:

- *Why didn't you tell me?* (Quirk, 1985: 820)
- *Which books don't you want?* (Quirk, 1985: 820)

Negation does not apply to the presupposed particular unknown. The second example may be paraphrased by “there are some novels that you don’t want” (Quirk, 1985: 821).

Directives questions usually begin with *why don’t you* and *why not*. These directives are invitations, suggestions, or instructions. For the example:

- *Why don’t you shave?* (Quirk, 1985: 821)

- *Why not go by train?* (Quirk, 1985: 821)

“*Why don’t you*” means advice, it usually has a judgmental and unpleasant tone. Meanwhile, “*why not*” normally used as a query. Like inquiry, the directive permits non-assertive objects (*Why don’t you ever read?*) but unlike the inquiry, it does not permit the use of the past tense of the verb (*Why didn’t you read?*) (Quirk, 1985: 821)

2.3.1.3 Alternative Question

Alternative questions have two types, they are a yes-no question and a wh-question. For the example:

- *Which ice cream would you like? Chocolate, vanilla, or strawberry?* (Quirk, 1985: 823)
- *Shall we go by bus or train?* (Quirk, 1985: 824)

Above sentences are alternative question because they need one answer of two or more alternative mentioned. First sentence is about alternative question resembling

with wh-question, meanwhile the second sentence is alternative question resembling with yes-no question.

2.3.2 Functions of Interrogative Sentence

Based on the theory book from Thomson (1986) entitled *A Practical English Grammar*, there are various functions of interrogative sentence. They are suggesting, requesting, providing information, confirming, inviting, granting permission, offering, and greetings. Below, the writer explained in more detail about these functions.

2.3.2.1 Interrogative Sentence as Suggestion

According to Thomson (1986), in ordinary speech, interrogative statements can be used to communicate suggestions. A wh-question or auxiliary is frequently used to begin interrogative sentences with a suggestion function. For the example:

- a. *Why don't you try to make your own meals?* (Thomson, 1986: 251)
- b. *Shall we invite Bella?* (Thomson, 1986: 251)

Example (a) begins with the word "why" which is a word that is a part of wh-question. It means the speaker giving a suggestion to someone to make their own food. Meanwhile the example (b) begins with modal auxiliary "shall" that means the first person try to suggest someone to invite Bella to join. "Yes" or "let's" can be used to respond affirmatively to suggestions with shall we.

2.3.2.2 Interrogative Sentence as Request

This function of sentence as request usually begins with the modal auxiliaries, such as can, could, will, and would. "Can" is the simplest auxiliary, "could" and "would" are the most commonly used forms, "please" is more polite and "will" is more authoritative, thus less polite, and can be used at the end of a phrase. To ask someone to do something, use an interrogative statement as a request (Thomson, 1986). Below is an example of the author's explanation above.

- a. Interrogative Sentence as Request with "can"
"Can I have a sweet?" said the little boy (Thomson and Martinet, 1986: 246)
- b. Interrogative Sentence as Request with "could"
"Could I have two tickets, please?" (Thomson and Martinet, 1986: 246)
- c. Interrogative Sentence as Request with "will"
"Shut the door, will you?" (Thomson and Martinet, 1986: 248)
- d. Interrogative Sentence as Request with "would"
"Would you like to take a seat?" (Thomson and Martinet, 1986: 248)

All the examples above are the interrogative sentence as request, because the speaker request to the listener to do some action.

2.3.2.3 Interrogative Sentence as Asking Information

The form of interrogative sentence that asks for information and is frequently followed by an auxiliary that expects a yes or no response in exchange for the information. For the example:

- (a) *Could you tell me the address of Bella's house?* (Thomson, 1986: 252)
- (b) *What time is it?* (Thomson, 1986: 252)

The speaker in example (a) is seeking information from another individual and requires a response that includes information on Bella's home. Meanwhile, in (b), the speaker began by asking the wh-question "what" to obtain information regarding the time.

2.3.2.4 Interrogative Sentence as Confirmation

This type of interrogative sentence follows a statement and contains a tag-question is an interrogative sentence that have a function as a confirmation. The rule of question tag is if the statement is positive, the tag will be negative and vice versa. This is a short sentence to ask for approval or confirmation. The example of this type of function is down below.

- a. *No salt is allowed, is it?* (Thomson, 1986: 113)
 b. *Mary's coming tomorrow, isn't she?* (Thomson, 1986: 113)

In example (a), a negative statement "no" is combined with a positive tag "is," whereas example (b) combines a positive statement "is" with a negative tag "isn't." All of the examples are intended to generate a response. This function uses the question tag because the speaker already knows the information but is not sure, therefore the question tag here is used to find out the actual information and get confirmation about it.

2.3.2.5 Interrogative Sentence as Invitation

When we want to invite someone, we can use interrogative sentence. Typically, these functions begin with a *wh*-question or an auxiliary. Except “do you want” is not an invitation (Thomson, 1986: 249).

Example:

- a. *Will you have lunch with me tomorrow?* (Thomson, 1986: 249)
- b. *Would you like a coffee?* (Thomson, 1986: 249)

If example (a) used auxiliary *would* or *could* it can be used in both formal and informal situations. This an invitation to someone to have a lunch together. Meanwhile the example (b) used modal before the subject *you* that means the speaker invites *you* to drink a coffee.

2.3.2.6 Interrogative Sentence as Permission

The interrogative sentence can also be used to request permission. The words allow, permit, let, and can be an auxiliary, may, and can be used permission are commonly used in this sentence (Thomson, 1986: 128)

Example:

- a. *May I follow you?* (Thomson, 1986: 128)
- b. *Can I use your phone?* (Thomson, 1986: 128)

All the example above is an interrogative sentence to ask permission. In sentence (a), the speaker ask permission to follow someone, meanwhile in sentence (b) the speaker ask permission to someone to use their phone

2.3.2.7 Interrogative Sentence as Offering

This kind of function is used to offer a help or offering something to someone. The sentence usually used the auxiliary word or wh-question. For the example:

- a. *Shall I bring you some milk?* (Thomson, 1986: 128)
- b. *Would you like some fruits?* (Thomson, 1986: 128)

The examples above are the interrogative sentence as offering. In sentence (a) the speaker offers a help to someone to bring some milk to them using auxiliary “*shall*”. Meanwhile in sentence (b) the speaker using auxiliary “*would*” to offering someone a fruit.

2.3.2.8 Interrogative Sentence as Greeting

When we meet someone for the first time, whether we know them or not, we can use the interrogative sentence as a greeting. When two persons are introduced and greet each other, this function is also used.

Example:

- a. *How are you?* (Thomson, 1986: 74)
- b. *How do you do?* (Thomson, 1986: 74)

Both examples (a) and (b) usually said when two people are introduced each other. Sentence (a) is used when meet someone who has known before, meanwhile sentence (b) used when the meeting is with someone who don't know before. It is said by both parties after an introduction, and it was originally to enquiry about the other person's health. (Thomson, 1986: 127)

2.3.3 Context of Situation

In analyzing an interrogative sentence, the writer found several utterances that looks the same from their structure and are difficult to distinguish. This is because the meaning of the sentence can only be understood depends on the context of the sentence that builds it. This is where this theory is needed, namely to help the analysis process distinguish situations based on different sentence contexts. According to Halliday (1989: 12), context of situation refers to the environment, time and place, in which the discourse occurs and also the relationship between the participants. The three features of the context of situation stated by Halliday (1989: 12) are:

2.3.3.1 Field

The first feature of context of situation are field. As written in Halliday (1989:12), field of discourse refers to what is happening, to the nature of the social action that is taking place. This means answering questions like what did the participants do in that activity and what was the role of language in it.

2.3.3.2 Tenor

The second features of context of situation are tenor. Tenor of discourse refers to who is taking part, to the nature of the participants, including permanent and temporary relationship of one kind or another, the types of speech role they are taking in the dialogue and in which socially relationship they are involved (Halliday, 1989: 12). This kind of relationship can be a relationship between father and son, manager and clerk, teacher and student and the other.

2.3.3.3 Mode

The last features named mode. The mode of discourse refers to what part the languages is playing, the participants expectation to the language in that situation (its function in the context), the channel (spoken or written or the combination of the two), and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like (Halliday, 1989: 12).

