



STUDENTS' SPEAK ACTION IN INDONESIAN LEARNING INTERACTIONS AT SMA MUHAMMADIYAH 1 BAUBAU

*(Tindak Tutur dalam Interaksi Belajar Bahasa Indonesia di SMA Muhammadiyah 1
Baubau)*

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Abstract

The Use of Speech Actions in Indonesian Language Learning Interaction for Students Class X of SMA Muhammadiyah 1 Baubau". Data collection techniques in this study were recording techniques and note-taking techniques. The recording technique is the collection of data by recording the use of spoken language that is spontaneous, while the note-taking technique is the acquisition of relevant data by recording data following the goals and objectives of the study. The steps that the researchers took to obtain the data were to directly observe the situation in the field then chat or invite discussions but secretly recorded the conversation process between students regarding speech acts and then linked it to the appearance of their manners. Based on the results of the above research, speech acts in Indonesian Language Learning Interaction Class X Muhammadiyah 1 Baubau Senior High School. Students who spoke of Lokusi's speech acts were 001 (Adianti Said), 011 (Irawati), 013 (Yuyun Duwila), and 014 (Aliyono). Furthermore, the students who spoke of Illocutionary speech acts were 012 (Alifman), 014 (Aliyono), and 016 (Fitriana Risul). And the students who spoke of Perlocusi's speech acts were: 001 (Adianti Said), 007 (Murniwati), 012 (Alifman), and 019 (Yoki Atmajaya). Meanwhile, based on the results of the above research, the teacher's speech actions in the private learning interaction of Indonesian language class X SMA Muhammadiyah 1 Baubau, namely teacher respondents: there are 2 speech acts locus and speech acts of illocution are 2 while the speech acts of perlocution are 1.

Keywords: Speech Actions, Interaction, language Indonesian

Abstrak

Penggunaan Tindakan Ucapan dalam Interaksi Pembelajaran Bahasa Indonesia pada Siswa Kelas X SMA Muhammadiyah 1 Baubau ". Teknik pengumpulan data dalam penelitian ini adalah teknik pencatatan dan teknik pencatatan. Teknik pencatatan merupakan pengumpulan data dengan pencatatan penggunaan lisan. bahasa yang spontan, sedangkan teknik pencatatan adalah perolehan data yang relevan dengan merekam data mengikuti maksud dan tujuan penelitian. Langkah yang peneliti lakukan untuk memperoleh data adalah mengamati secara langsung keadaan di lapangan kemudian mengobrol atau mengundang diskusi tetapi secara diam-diam merekam proses percakapan antar siswa mengenai tindak tutur kemudian dikaitkan dengan penampilan perilaku mereka Berdasarkan hasil penelitian di atas, tindak tutur dalam Interaksi Pembelajaran Bahasa Indonesia Kelas X SMA Muhammadiyah 1 Baubau. Mahasiswa yang menyampaikan tuturan Lokusi adalah 001 (Adianti Said), 011 (Irawati), 013 (Yuyun Duwila), dan 014 (Aliyono). Selanjutnya siswa yang berbicara tentang tindak tutur ilokusi adalah 012 (Alifman), 014 (Aliyono), dan 016 (Fitriana Risul). Adapun siswa yang menyampaikan tuturan Perlocusi adalah: 001 (Adianti Said), 007 (Murniwati), 012 (Alifman), dan 019 (Yoki Atmajaya). Sedangkan berdasarkan hasil penelitian diatas, tindak tutur guru dalam interaksi pembelajaran privat bahasa Indonesia kelas X SMA Muhammadiyah 1 Baubau yaitu responden guru: locus tindak tutur ada 2 dan tindak ilokusi tuturan sebanyak 2 sedangkan tuturan ilokusi. tindakan perlokusi adalah 1.

Kata Kunci: Tindak Pidato, Interaksi, Bahasa Indonesia

INTRODUCTION

The speech act is an act of speaking to convey the meaning of a speech or speech to a speech partner. Therefore, the use of language in society can be seen from the use of speech to convey information in general. Speech acts are part of the pragmatic analysis, which is a branch of science that studies language from the aspect of its actual users. Pragmatics learning the meaning of speech is what utterance is used for, asking what someone means by a speech act, and associating the meaning with who speaks to whom, where, and so on. (Leech, 2013).

The main function of language is as a tool to do something, ask for something, make an appointment, report a piece of news, give greetings, apologize, prohibit, give suggestions, seek information, and invite someone to an event, this is called a speech act.

According to Iye et al, 2020, communication is the process of an idea being transferred from the source to one or more recipients by changing behavior. (Jafar, at.al, 2020) The behavior of a person who can communicate by the behavior of others because there has been communication or a good relationship in interpersonal and group communication (Chair. 2010). While the process of influencing someone is seen from the speech acts of politeness in speaking so that a harmonious relationship appears, both in work relations, business relationships, kinship relationships, especially in the school environment. In this regard, Austin (2005) states that the teaching process is essentially a communication process. In communication often occur and deviations occur so that communication is ineffective and ineffective, partly due to interest and lack of enthusiasm (Sukmadinata, 2009).

Teaching process, two very important things are teaching methods and media care. These two aspects are interrelated. The choice of one particular teaching method will affect the appropriate type of media,

although various other aspects must be careful in choosing the media, including certain objectives, types of tasks and responsibilities that students are expected to master after carrying out, and the teaching context including students. Sugitno, 2010.

The use of linguistic aspects in the syringe teaching process is related to one another. Teaching Indonesian is closely related in that it is a means of receiving communication. Saying and writing loving-kindness in that case is a way to express meaning. (Tarigan, 2011)

Based on the above background, the formulation of the problem is how the Actions in Indonesian Language Learning Interaction Class X Muhammadiyah 1 Baubau High School Students ".

RESEARCH METHOD

The approach used in this research is the pragmatic approach. The reason for using this approach is because the existence of research data that constitutes speech acts can only be said to contain or imply imperative pragmatic intent in the context. The population in this study was 15 students of class X SMA Muhammadiyah 1 Baubau because there was only 1 class. So the total population is 15 respondents. The sample in this study was all oral speech of the teacher and students, which contained the meaning or intent of the speech in Indonesian language interactions that were secret without being noticed by the students. (Sofi, at.al, 2020) Because the number of the population studied was less than 100 people, the Research Sample took all the population to be the sample. So the sample in this study can be said to be 15 respondents. The steps taken at this stage are to obtain relevant data collection by recording data following the goals and objectives of the study. The use of notes in this study is about the use of speech acts which are later recounted and used as evidence about the research.

RESULTS AND DISCUSSION

Action Speech Lokusi

The local speech acts are as follows:

Respondent 001: I think he was briefly in his teacher.

Speech Lokusi: Respondent 001 provides and reinforces information to classmates so that they will soon be entering Indonesian language lessons. The sentence above contains a localized speech act because it states or informs something. Namely saying something with the meaning of the word and the meaning of the sentence according to the meaning of the word itself to the speech partner.

Respondent 012: A little, he explained the problem too quickly. Do you try to slow down? So that we can also understand.

Speech Location: Respondent 012 emphasized that not too quick to explain so that all students easily understand the ongoing lesson. The sentence above contains a locus speech act because the sentence form is meaningful and understandable.

Respondent 014: Last night I fell asleep watching a dance show. I came home at 1 pm.

Speech Locations: Respondent 014 confirmed that last night there was a dancing event so that the respondent with code number 014 overslept. The sentence above contains a locus speech act because the sentence above contains a locus speech act. After all, the sentence form is meaningful and can be understood.

Respondent 011: Don't be too noisy, try to discuss it calmly, later disturbing the class next door.

Speech Locus: Respondent 011, provided information to Respondent 012 that they should not be making a fuss so that the discussion runs smoothly and well. The sentence above contains a locus speech act because it is a meaningful and understandable sentence.

Respondent 013: already don't make a fuss, didn't listen to the teacher's explanation. Later disturb the student next door.

Speech Locations: Respondent 013 emphasized that they should not make a fuss so as not to disturb the class next door or students who are carrying out learning. The sentence above contains a locus speech act because it is a meaningful and understandable sentence.

Respondent 016: If you already understand, then I'll give you homework assignments, next week we will discuss them.

Speech from Lokusi: Respondent 016 emphasized that if you already understand the homework, you can discuss it next week. The sentence above contains a locus speech act because it is a meaningful and understandable sentence.

Illocutionary Actions

The illocutionary speech acts are as follows:

Respondent 012: There was a chance meeting I was sent there, 2 people from Pasarwajo, I mean one of them.

Illocutionary Speech: Respondent 012 confirmed the sentence that there was a meeting of the Alifiman organization, one of which was sent. The sentence above contains illocutionary speech acts because the sentence form contains permission.

Respondent 010: Picnic Kah or grilled fish. The point is we are refreshing next week.

Illocutionary Speech: Respondent 010 reinforces the conversation. The sentence above contains illocutionary speech acts because the sentence formation states the place and conveys the information to make the event during the exam.

Percentage 012: Agreed, especially if we want this vacation, there's no way we can meet again, the vacation was almost three months long. So rarely do we meet again?

Illocutionary Speech: Respondent 012 confirmed the conversation. The sentence above contains illocutionary speech acts because the sentence formation contains the meaning and function of speech power. The

point of respondent 012 is that they can take a vacation so they can calm down after the exam.

Percentage 001: That's great, let's invite other friends, we collect 20 thousand per person.

Illocutionary Speech: Respondent 012 confirmed the conversation. The sentence above contains illocutionary speech acts because the sentence formation contains the meaning and function of speech power.

Action Location

The perlocution speech acts are as follows:

Respondent 001: So this is how the individual's job title and character are determined by themselves. The required pages are at least seven sheets, A4 paper typed as beautifully as possible.

Perlocutionary Speech: Respondent 001, Adianti Said (Head of Level) provided and emphasized the information that: This task is for an individual, the title and character of the character are determined by themselves. The required pages are at least seven sheets, A4 paper typed as beautifully as possible. The sentence above contains Perlokusi's speech act because the form of the sentence relates to what other people say in connection with the affirmation of the conversation to others.

Respondent 007: That's why you also listen to information because I also heard from other friends that the exam is only a month away.

Perlocutionary Speech: Respondent 007 explained the information submitted by a friend. The sentence above contains Perlokusi's speech act because the form of the sentence relates to what other people say in connection with the affirmation of the conversation to others.

Respondent 001: Entered because he texted me earlier.

Perlocutionary Speech: Respondent 001 provided and confirmed the information that: Lecturers will enter next week. The sentence above contains Perlokusi's speech act

because the form of the sentence relates to what other people say in connection with the affirmation of the conversation to others.

Respondent 012: I also know about that problem, it's just that when I want to go boggy, after all, this activity is no joke, compared to us going to school, but there's nothing we can better get a little experience outside. We, students, should not be too rigid with the boss's school, because we only get a little knowledge, maybe only 25 percent, while the organization has extraordinary experiences, lots of friends.

Perlocutionary Speech: Respondent 012 provided and emphasized the information that: We, students, should not be too rigid with lectures because we only get a little knowledge, maybe only 25 percent, while the organization has extraordinary experiences, many friends. The sentence above contains Perlokusi's speech act because the form of the sentence relates to what other people say in connection with the affirmation of the conversation to others.

Respondent 006: Yes ...? our field is there and it has become our expertise. So I have to develop what I have gained from school because that is the basis of the experience I get.

Perlocutionary Speech: Respondent 006 provided and confirmed information that: our field is there and it has become our expertise. So I have to develop what I have got from campus because that is the basis of the experience I get. The sentence above contains Perlokusi's speech act because the form of the sentence relates to what other people say in connection with the affirmation of the conversation to others.

CLOSING

Based on the results of the research above, the actions of speech in Indonesian Language Learning Interaction Class X SMA Muhammadiyah 1 Baubau. Students who spoke of Lokusi's speech acts were 001 (Adianti Said), 011 (Irawati), 013 (Yuyun

Duwila), and 014 (Aliyono). Furthermore, students who spoke of Illocutionary speech acts were 012 (Alifman), 014 (Aliyono), and 016 (Fitriana Risul), and students who spoke of Perlocutionary speech acts were: 001 (Adianti Said), 007 (Murniwati), and 012 (Alifman).

Meanwhile, based on the results of the above research, the teacher's speech actions in Indonesian Language Learning Interaction Class X SMA Muhammadiyah 1 Baubau, namely teacher respondents: there are 2 locus speech acts, namely: (1) so this is how to reveal information in the form of narrative, descriptive, and explosive paragraphs. You have to first understand what narrative, descriptive, and explosive are. Let it be clearer and you can understand it. (2) If so, the lesson will be continued at the next meeting, there are 2 Illocutionary Speeches, namely: (1) Already understand the writing material that we discussed yesterday. (2) don't be too noisy, try to discuss it calmly, later disturbing the class next door. Meanwhile, there is 1 speech act of perlocution, namely: If you understand, then I will give homework assignments (PR), next week we will discuss it.

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