THE USE OF TEACHER AND STUDENTS' SPEAKING ACTIONS IN LEARNING INDONESIAN LANGUAGE IN CLASS X SMK NEGERI 5 SIDRAP SIDENRENG REGENCY RAPPANG

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Abstract

This study aims to describe the type of speech act of teachers and students in the form of locutionary acts, illocutionary acts, and/or perlocutionary acts in the learning of Indonesian in Class X SMKN 5 SIDRAP. This research uses qualitative research design as a research method with a case study approach. Data collection techniques are obtained through observation, interview, commenting, recording and recording activities. Interactive research data analysis techniques take place ranging from, data collection, data reduction, data presentation to presentation of conclusions by utilizing data triangulation as a technique to check the validity of findings. Coding, classifying/ categorizing and visualizing research data using computer Assisted Qualitatieve Data Analysis Software (CAQDAS) is Nvivo 12 plus software The results of the study showed that for the act of locutionary act, there are 14 speech forms of news speech, 3 speeches of question forms, and 1 speech form of command, Ilocutionary act includes; Commissionive action with 1 speech, directive action with 9 speeches, declarative with 1 speech, expressive action with 2 speeches, and affirmive speech with 1 speech, while for the act of speech, finding 5 datum is Speech is an act of speech that is an act of speech Perlocutionary occurs in the speech of the speaker because the speaker tries to make the speech partner to do something so that the speech partner. In this study there are two speeches that are more dominant spoken by teachers and students are questions and commands, so that if analyzed the interaction between the two is still in the question and answer and command stage, while good learning interactions, especially in learning Indonesian should be able to have more effects and influences and students are more informative, where students are more active than teachers.

Keywords: Speech Act, Learning Indonesian

Introduction

In teaching and learning interactions to establish good communication, teachers and students need speaking skills that match the conditions of the conversation. They not only use language, but must also look at the classroom atmosphere created by the teacher and students (official, not very formal, or informal), special situations (intellectual aspects: cognitive, liking, bored, annoyed, and so on). Rules and regulations that occur in class. In addition, it is necessary to pay attention to the socio-cultural norms that underlie the social life of students to establish good communication. (Suardana, 2018) if in principle the use of language in the chats that exist between teachers and students in the classroom, cannot be separated from the effects of social interaction factors. Therefore, the use of language in conversation in social interaction is the same as the use of language in chat in class. A teacher as a teacher needs to know if learning is wanting to understand, learning is finding, searching, and seeing looking at cases or problems. Practice is also referred to as an attempt to dismantle the problems or problems experienced. This has

consequences in problematic coaching activities. A capable teacher should not show any inclinations or bad habits. For example, in delivering the material in the lesson, always use the procedure repeatedly Teachers as capable teachers must be able to show students' enthusiasm for learning to carry out learning activities. In relation to motivational activities by some aspects of biological desire, instinct, and can be other psychological elements, as well as human cultural influences. A teacher has a very meaningful position in learning activities so that it can be directed to create conditions or a learning. Speech acts in relation to shared pragmatics have involvement with each other and in examining speech acts in a pragmatic way. Chaer (2010) formulates 3 types of speech acts, namely locutions, illocutions, and perlocutions. These three types of speech acts are under the principle and are the conclusions of the problem in this study. While the forms of speech acts in analyzing the speech acts of teachers and students in Indonesian language learning class X Vocational High School (SMK) State 5 Sidrap, adapted from the Putrayasa book (2015) describes the form of locutionary speech acts consisting of the form of news, questions, and commands, illocutionary speech acts are assertive, directive, expressive, commissive and declarative and perlocutionary speech acts are impacts or effects and consequences or influences (Putrayasa, 2015). Therefore, the tendency of speech acts in guiding needs to be monitored because a capable teacher should use the correct language according to the rules when delivering teaching materials to students, so that students can easily master the material that has been informed. Because the author studies the tendency of teacher speech acts in how to practice guiding because there is a lack of understanding of teachers as teachers as well as teachers, in directing certain subjects, especially Indonesian lessons. Based on the above description of the contest as the background, the formulation of the problem in this research is presented as follows: 1. What are the types of locutionary speech acts in conversations between teachers and students during the Indonesian language learning process in class X SMK Negeri 5 Sidrap? 2. What are the types of illocutionary speech acts in conversations between teachers and students during the Indonesian language learning process in class X SMK Negeri 5 Sidrap? 3. What are the types of perlocutionary speech acts in conversations between teachers and students during the Indonesian language learning process in class X SMK Negeri 5 Sidrap?

Understanding Pragmatics Pragmatics is a branch of linguistics used in communication to study language forms in an external way, which relates to how something language is used. Pragmatics basically investigates the meaning behind speech that is tied to the conditions that surround it outside of language, so the basis for pragmatics is the bond between language and context (Yuliana, Rina, 2013). Pragmatics is a part of linguistics that studies language forms externally, which is related to what kind of language is used in communication. Pragmatics basically investigates how the meaning behind speech is tied to the background that surrounds it outside of language, so that what underlies the description of pragmatics is the bond between language and context (K et al., 2017). The object of pragmatic study In the previous explanation, it was stated that pragmatics refers to the study of language use based on context. The analysis

section related to this matter which is then usually said by the pragmatic analysis section is deixis, presuppositions, speech acts and conversational implicatures. 1. Deixis. Deixis is a semantic phenomenon that considers the context of a conversation that can be interpreted as a reference contained in the word. (Alwi in Abdurrahman, 2006). 2. Prejudice. Presuppositions are what speakers use as a general basis for conversation participants (Yule, 1998). 3. Speech acts. According to the term Austin (1962: 94), "By saying something we do something" by saying something we will do something. A judge who said "I hereby sentence you to five years in prison" is taking action against the accused. The words spoken by the judge marked the conviction of the accused. The accused will not go to prison without the judge's word (Clark 1977). 4. Conversational implicatures Conversational implication where the term implicature is meant to contract with terms such as logical implication, entailment and logical consequence which are generally used to refer to conclusions derived solely from logical and sumantic content. Types of Speech Acts Austin (1962) divides speech into three types, namely (1) locutionary acts, namely speech acts to express an intention consisting of 3 speech forms, namely news, questions, and orders, (2) illocutionary (illocutionary act), which is a speech act related to the speaker's intention behind the words that compose it, which consists of commissive acts, directive acts, declarative acts with expressive acts, and assertive speech acts with 1 utterance, and (3) perlocutionary act. , namely speech acts with the aim of influencing / giving effect to the speech partner such as embarrassing, intimidating, persuading, and others (Rustino, 1999).

RESEARCH METHODS

Sugiyono (2015) writes that one of the assumptions about symptoms in qualitative research is that the symptoms of one object are holistic (complete, cannot be separated), so that qualitative researchers will not determine their research only based on research variables, but the overall social situation that investigated which includes aspects of place (place), actor (actor), and activity (activity). (Sugiyono, 2015) The focus of this research is intended to limit qualitative studies while at the same time limiting research in order to choose which data is relevant and which data is irrelevant (Maleong, 2010). Qualitative research can be classified into two, namely descriptive-analytic (tick description) and descriptive-explanative. A detailed description (tick description) is a qualitative research that aims to understand and interpret the subject and "give" all the visible symptoms and interpret what is behind the symptoms (noumena) (Nugrahani, 2014). In a study, it has a very strategic role because on the research subject, that is the data about the research variables observed. (Arikunto, 2016). The limitation of this qualitative research is based on the level of importance or urgency of the problems encountered in this research. This research will focus on "The Use of Speech Acts in Indonesian Language Learning in Class X SMK 5 Sidrap Regency. Research Type Approach This study uses a qualitative research design with a case study approach. According to Moleong (2009) explains that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions,

motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, on a special context that is natural and by utilizing various natural methods. (Maleong L.J, 2010). The results of qualitative research emphasize more on meaning than generalization. The research design in the qualitative approach (qualitative) is flexible, not too detailed, it is not customary to define a concept, and it provides the possibility for changes when more basic, interesting, and uniquely meaningful facts are found in the field (Wijaya, 2018). The ultimate goal of qualitative research is to find phenomena (Jamaluddin Ahmad, 2015)

Data and Data Sources The data obtained in this study are in the form of teacher representative speech during the Indonesian language learning process. The source of the data in this study was the Indonesian language learning at SMK class X. In this study, the researcher examined the speech acts of teachers and students in the Indonesian language learning process. Data Collection Techniques In qualitative research, data collection usually uses the methods of observation, documentation and interviews. It is also possible to use non-human sources of information, such as documents and available records. The implementation of this data collection also involves various other supporting activities, such as creating rapports, selecting informants, recording data/information on the results of data collection. Therefore in this section will be discussed successively; Creation of rapports, selection of informants, collection of data by means of observation, documentation, interviews, collection of data from non-human sources and recording of data/information resulting from data collection (Iryana, 1990). Data Analysis Techniques Data analysis is a qualitative analysis process that is based on the relationship between the variables being studied. The goal is that researchers get the meaning of the relationship between the variables so that they can be used to answer the problems formulated in the study. The relationship between variables is very important because in qualitative analysis, researchers do not use numbers as in quantitative analysis. The main principle of qualitative analysis techniques is to process and analyze the collected data into systematic, orderly, structured, and meaningful data using Nvivo 12 software. Data analysis was carried out after data collection was carried out in accordance with the objectives to be achieved. Of course, the data analyzed is the data generated in conducting observations and recordings in the classroom. Qualitative descriptive analysis technique. In this study, researchers used qualitative techniques. The data collected from the results of observations, interviews, and documentation will be analyzed through steps, such as 1) data reduction, 2) data presentation, and 3) conclusions.

RESEARCH RESULTS AND DISCUSSION

1. Types of Locutionary Speech Acts in conversations between teachers and students during the Indonesian language learning process in class X SMKN 5 Sidrap Locutionary speech acts are speech acts to express something. Illocutionary speech is a speech act which in addition to functioning to inform something, can also be used to do something. Meanwhile, perlocutionary speech

acts are speech acts that often have the power of influence or effect on the listener. Locutionary speech acts are divided into three parts, namely (1) statements (declaratives), which function to tell something to others to pay attention, (2) statements (interrogatives) which function to ask something so that the listener gives answers to the questions posed, (3) the command that functions for the form of the command is divided into the actual form of the command. a. News Form In Indonesian grammar, the form of news is generally used by speakers to make statements so that the content is information for the interlocutor. The form of news is the same as the form of a statement, which serves only to inform other people (the interlocutor). The locution of the form of news in this study can be seen as follows: Speech 2 Student: "Test material, report on the results of observations, exposition, saga ma'am" occurs after the teacher asks students "Anyone still remembers our material?". The answers given by students are news locutionary utterances that aim to convey information to the interlocutor. Speech 3 Teacher: "Yes, that's right. Observation, exposition, anecdote, saga. Speakers provide information to students to remind students of past material. This utterance is a response from the teacher after the students answered the question correctly from before. Speech 5 Students: "text report on the results of observations". The speaker participates in speech acts to provide information to the speech partner as a statement of understanding. Speech 8 Students: "there is no mother". The speaker answers the interlocutor's questions to provide information that what is asked by the teacher cannot be answered by the students mentioned because the two students are not present or are not taking part in the lesson. Speech 9 Students: "no mother present". Locutionary speech acts occur when the speaker answers a question about the speech of the speech partner. The statement is a response to the question "next time, Fadil, what is an exposition?". Narrative 15 Students: "I am a mother, Anecdotes are short and funny stories". The locutionary speech act of the news type occurs when the speaker answers the interlocutor's question briefly. Speech of 20 Students: "mother's job application letter". The speaker provides information to the speech partner. The utterance is intended for students to inform the teacher that they still remember the previous material. This utterance is the response given by the students after the teacher asked "before we enter today's material, does anyone still remember the previous material? Please."

Speech of 25 Students: "A historical novel is….". The speaker provides information to the speech partner on the material. This utterance is a response given by students after the teacher asks "Can anyone read what is written on the slide above?". 26 Student Speech: "The narrative text is a text in the form of a story". The speaker enters the speech of the speech partner and conveys information. descriptive test, does anyone know what descriptive

text is/descriptive is a description of something or an object. This utterance is a response given by students after the teacher asks "anyone knows what a narrative text is?". Speech 28 Students: "no mother". The speaker provides information that the discussion has been understood. The utterance is intended for students to inform the teacher that they still remember the previous material. 31 students' utterances: "hafidz ma'am". the speaker provides information to the speech partner. The statement was intended for students to inform the teacher that the student named Hafidz was not present or did not take part in the Indonesian language learning process at this meeting. Speech of 32 students: "I am ma'am". the speaker provides information to the speech partner, that the speaker can answer the speech partner's question. This utterance is the response given by the students after the teacher asked "can anyone explain the meaning of editorial text?". Speech 33 Student: no mother. The speaker provides information to the speech partner that has been understood. This utterance is the response given by the students after the teacher asked "until here there is a question regarding the editorial text?". Speech 34 Student: it's clear mom. The speaker's utterance provides information to the speech partner that he has understood what the speech partner has explained. This utterance is the response given by the students after the teacher asked "Mother has explained the meaning of the editorial text, the difference between facts and opinions, there are questions, it is clear, I understand, I will share the editorial text". a. Question Form Forms of questions (questions) are formally marked by the presence of question words such as what, who, when, and how, with or without the particle – whether as an affirmation. The question form usually ends with a question mark at the end of the utterance. Questions consist of two kinds, namely questions that only require a yes or no answer and questions that require an explanation from the person being asked. The locutionary form of questions in learning Indonesian for class X SMK Negeri 5 Sidrap can be seen in the following example: Speech 1 Teacher: "Nanda are all healthy? Alhamdulillah, accompanied by actions to always be grateful to Allah who has given us health, guidance for life so that we can carry out our respective duties and responsibilities. Our salawat goes to our Prophet Muhammad salalhu alaihi wassallam". This utterance is the teacher's speech when he is about to start learning. The teacher's speech received a response or interaction from students with the words "healthy ma'am, Alhamdulillah, Mrs. Alahummasalat ala Muhammad waalaalihi Muhammad". speakers come in when the teacher asks, are you healthy? And continued again by the teacher "at this meeting, I want to re-evaluate the material that I have given".

Speech 6 Students: "report of research results ma'am". Where the speaker answers the statement. This utterance is a response given by students after the teacher asks "what is an observation report?". From the students' speech above, it can be concluded that students really understand the questions asked by the teacher. Speech 12 Teacher: "yes, what dirge is an exposition?". The question form locutionary speech act occurs because the speaker answers questions from the speech partner. The utterances spoken by this speaker, point or ask a question to one of the students to measure the extent of their understanding of the material being taught. The speech partner provides an explanation to choose whether it is an

opinion or fact. a. Command Form The command form is divided into the actual command form. The form of the command has a function so that the interlocutor immediately takes the action ordered by the speaker. The following can be seen an example of a locutionary speech act in the form of a command in learning Indonesian for class X SMK Negeri 5 Sidrap. 36 teachers said: "Applause to my friends, so that's the information from group one whose editorial text is entitled. What is safe is fact which is opinion, so there is a question about editorial material. Speech 36 appears when several students in one group have discussed one material with editorial text as material. Teacher's speech that says "clap your friends ta!" is a locutionary speech act in the form of a command. Teacher's speech that says "clap your friends ta!" is an order for other students to immediately appreciate their friends who have carried out their duties through the group discussion method, this means an order for other students. 1. Types of Illocutionary Speech Acts in conversation between teachers and students during the Indonesian language learning process in class X SMKN 5 Sidrap Illocutionary is an action that not only conveys the true meaning of an utterance, but also has another purpose in conveying the utterance. So, there is a kind of power in it that arises from the meaning of an utterance. Illocutionary acts are what the speaker wants to achieve when he says something and can be an act of stating, promising, apologizing, threatening, predicting, ordering, asking, and so on. This illocutionary act can be said to be the most important act in the study and understanding of speech acts. Illocutionary speech acts tend not only to be used to inform something, but also to do something as long as the speech situation is considered carefully. On the other hand, Searle (1974) in Rahardi (2019), and Putrayasa (2015) which departed from the ideas and ideas of Austin (1962), developed five illocutionary speech acts. The five illocutionary speech act theories include: assertive, commissive, directive, expressive, and declarative.a. Commission A commission speech is a speech that binds the speaker to carry out all the things mentioned in the speech, such as swearing, promising, threatening, expressing ability, associating. An example of a willingness commission speech is "I am willing to carry out this trust well. A commission illocutionary speech act is a speech act that involves the speaker in some future action. The eloquence of the commission in this study can be seen as follows: Sayings of 4 teachers: "Anyone can, explain. What is our first material? ". The speaker asks a question but instructs the speaking partner to reconsider his or her notes. Data discourse (4) occurs when the teacher finishes linking the learning material of the previous meeting with today. The meaning of locus also means to offer as the meaning of illocution. Speech with the function of offering is an offer to students to explain if there are still those who do not understand the learning material that has been given by the teacher. In addition, the speech offers "anyone can, explain. What is our first material? " spoken by the teacher as a form of confirmation of students' understanding of the learning material that has been presented previously. b. Directive Directive, The act of speech performed by the speaker with the intention that the partner perform the action mentioned in the speech. A speaker conveys interesting and logical information or ideas, so that the speaking partner understands, feels interested and even intends to

do what has been conveyed by the speaker. For example, ordering, begging, menun advising, and challenging. Directive speech is speech that is intended to cause some effect through the actions of the listener. The directive statement in this study can be seen in the following data:

Speech 7 Teacher: "yes, one…, the second?". Locutionary speech act in which the speaker expects the hearer to add his answer. Speech (7) appears after students answer questions from the teacher with the speech "report of research results ma'am". The utterances spoken by the teacher by saying yes, one…, the second? Teacher's Speech 16: "An interesting short story that describes the actual events, and most importantly there is satire and implied meaning in the story". Illocutionary speech acts occur because the speaker explains the meaning of the anecdote clearly so that the speech partner takes notes again about the meaning of the anecdote. Speech 17 Students: "there is no mother". Directive illocutionary speech acts occur when the speaker answers the interlocutor's questions to provide information and indirectly makes the teacher take action to mention the names of other students. This utterance 17 occurs after the speech partner in this case the teacher says "Yes, please, the last one is pious, what is a saga? Where is pious? Dzaky?". Teacher 21: "Nanda, you can see above there is a historical novel". This illocutionary speech act explains that the speaker instructs the speech partner to pay attention to the PPT slide that appears on the blackboard. This statement appeared after the teacher said "Today's material is understanding historical novels". It is intended that students focus their attention on the slides of material that have been displayed on the blackboard. 22 Teacher's words: "Before you enter the material for the history novel, I will show you a video!!" This illocutionary speech act explains that the speaker provides information and orders the speech partner to pay attention to the video that will be presented by the speaker Speech 24 Teacher: "Can anyone read what is listed on the slide above? Please!!" This illocutionary speech act explains that the speaker gives a question but in the form of an order to the speech partner to do something and after the speech, the students immediately respond with action by reading the text on the LCD screen (Projector) Personal (direct) factual (fact/scientific). imaginative) an imaginary story, thank you. This is a historical novel whose title is Prince Diponegoro, an example of a historical novel, apart from the example above, there is also an example of a book, this is a historical story that is lifted through a novel.

27 teachers said: "There are three types of historical novels, who can read the above? Please!". The directive form of illocutionary speech acts occurs when the speaker gives a question speech but in the form of an order to the speech partner to do something) and after the speech the student then reads the text on the LCD screen (Projector) Personal (direct) factual (fact/scientific, imaginative) imaginary story, thank you. This is one of the historical novels whose title is Prince Diponegoro, an example of a historical novel, besides the example above there is also an example of a book, this is a historical story that is lifted through a novel. Teacher's Speech 29: "Please do the task, yes, please group two to present on one person, and the others listen and give applause for friends who

have presented". This illocutionary speech act explains that the speaker instructs the speech partner to do clapping activities for students who have made a presentation. Speech 37 Student: "I am mother, while raising my hand. This illocutionary speech act explains that the speech of the speaker who does something is because of the speech of the speech partner. After the speech, the teacher wanted to close the lesson by giving a conclusion by saying "so please, who wants to read the conclusion of our lesson today, yes please, so today's lesson is an editorial text". a. Declarative Speech acts performed by the speaker with the intention of creating new things (status, circumstances, etc.). in this case the speaker has strong considerations so that he must say a firmness on certain considerations, even the assertiveness is spoken after going through a process that takes time so that it produces results in the form of assertive speech that can be accounted for. For example, decide, cancel, prohibit, allow, and forgive. Declarative illocutionary speech acts are speech if the performance is successful it will cause a good correspondence between proportional and reality. The declarative illocutionary in this study can be seen as follows: 10 Guru's utterance: 'Why is padil not present?' (Teacher takes his absence). Speech 10 occurred when a student named Padil was not present that day. Illocutionary speech acts occur because the speaker's utterance that Fadil is absent from the speech partner then takes an absence. b. Assertive Assertive speech acts are speech acts that bind the speaker to the truth he says. Assertive speech acts are reporting, explaining, showing, and so on. It is related to everyday life. For example, in the world of education. 14 teachers' utterances: "the third, anecdote". Can anyone give an opinion, regarding anecdotes. The speaker expects the interlocutor to answer the question by remembering and reopening the previous material notes. Speech with the function of offering in question is an offer to students to explain if there are still those who do not understand the learning material that has been given by the teacher. c. Expressive Speech acts carried out with the intention that the speech is interpreted as an evaluation of the things mentioned in the speech as a form of speech someone can give a response in the form of speech to what has been done by the interlocutor. When one day the interlocutor has helped us, the addressee says thank you. Teacher's Speech 13: "Next, please raise your hand". This illocutionary speech act explains that the speaker expects the speech partner to raise his hand first if he is going to answer a question.

Speech 18 Teacher: "yes, knight please". Illocutionary speech acts explain that the speaker invites the interlocutor to answer or do something. "Well, the saga is?" Then one of the students raised his hand. 2. Types of Perlocutionary Speech Acts in conversation between teachers and students during the Indonesian language learning process in class X SMKN5 Sidrap Perlocutionary speech acts are speech acts that often have the power of influence or effect on the listener. Perlocutionary speech acts are speech acts that have an effect or influence caused by the speaker's speech on the speech partner. Based on research conducted in learning Indonesian class X SMK Negeri 5 Sidrap found perlocutionary acts as follows: Story 11 Students: "I'm sick mother". The perlocutionary speech act occurs because of the speaker's speech because the speaker tries to make the speech partner do something so that the speech partner

writes that he is absent if a student named Fadil is sick. 19 Student Speech: "literary works containing stories and fairy tales". Perlocutionary speech acts that occur in the speech of the speaker of the speech partner can re-record the meaning of the saga. If perlocutionary speech has an effect on the teacher's speech from the saga of anecdotal observations, they both have the same rules and structure of the saga and anecdote but differ in linguistic rules. The speech of 23 students watched the video and was carried away by feelings of emotion or sadness about the story presented in the video. Effect and influence This action occurred after the teacher said "before you enter the material for the history novel, I will show you a video!". Speech of 30 students clapping their hands. Perlocutionary speech acts occur where students take expressive actions on the speech of the speech partner. 35 student speech: marks the editorial text shared by the teacher. Perlocutionary speech acts occur because of the influence of the teacher's speech and the effect of the speech on students marking the text is the effect of the speech. Discussion The research was carried out in class X SMK Negeri 5 Sidrap which was located on Jalan Poros Pangkajene Rappang Km 7, Sidenreng Rappang district. The source of data from this research is the speech of teachers and students in teaching and learning activities in class X SMK Negeri 5 Sidrap. This study will describe the types of speech acts and pragmatic meanings contained in the speech of teachers and students in teaching and learning activities in class X SMK Negeri 5 Sidrap. The research data was obtained from January 5, 2021 to January 12, 2021, and this research was carried out twice a week in the first hour of every Wednesday. The research data was obtained through the free-of-conversation, recording, and note-taking technique which was carried out directly by the researcher. In teaching and learning activities, it is necessary to have good communication between teachers and students. With good communication, teaching and learning activities can run smoothly. The use of the right language to communicate is one of the important things in teaching and learning activities. Therefore, to support teaching and learning activities properly, teachers and students must be able to capture the intent of the speech when communicating. The speech used during teaching and learning activities must of course look at the context of the speech situation. This is intended so that teachers and students can understand the meaning of the speech that occurs and avoid misinterpretation in the speech spoken by the teacher and students. In this study, researchers obtained 37 speech data. The data found there are 3 types of speech acts. The three types of speech acts are illocutionary speech acts, illocutionary speech acts, and perlocutionary speech acts. In addition, there are also some pragmatic meanings of locutionary speech acts in the form of questions, news, orders. Illocutionary speech acts in the form of assertive, directive, declarative, expressive, commissive. And locutionary speech acts. The results of the data analysis of this study describe the types of directive speech acts and the pragmatic meaning of the directive speech acts of teachers and students in teaching and learning activities in class X SMK Negeri 5 Sidrap. The division of locutionary, illocutionary, and perlocutionary speech acts in this study is based on the classification proposed by Abdul Chaer. Speech acts are individual symptoms, psychological

in nature, and their continuity is determined by the speaker's language ability in dealing with certain situations. Locutionary speech acts are speech acts to express something. In this speech, a series of language sounds are produced which mean something. Locutionary speech acts are the most easily identifiable speech acts because they can be performed without including the context of the speech (Austin, 1962). Speech acts consist of several forms, namely locutionary speech acts, illocutions, and perlocutions. Locutionary speech acts are speech acts to express something. Illocutionary speech is a speech act which in addition to functioning to inform something, can also be used to do something. Meanwhile, perlocutionary speech acts are speech acts that often have the power of influence or effect on the listener.

In every speech that occurs between the teacher and students always has a specific purpose to convey to the speech partner. The meaning of the speech can be known based on the context of the speech situation to avoid misinterpretation in communication. In this data analysis, the researcher will describe the types and pragmatic meanings of each utterance that have been obtained from observations and have been approved by triangulation using Nvivo12 according to the context of the speech. The following is an explanation of the results of research on the types of speech acts and the pragmatic meaning of teacher and student speech in teaching and learning activities in class X SMK Negeri 5 Sidrap. The forms of speech acts found in learning Indonesian class X SMK Negeri 5 Sidrap include locutionary, illocutionary, and perlocutionary speech acts. For more details, the forms of speech acts found in learning Indonesian class X SMK Negeri 5 Sidrap can be seen in the following graph: Graph 4.1 Forms of Teacher and Student Speech Acts The forms of speech acts found in learning Indonesian class X SMK Negeri 5 Sidrap include locutionary, illocutionary, and perlocutionary speech acts. Judging from the locutionary form, there are news, questions, and orders. Judging from the illocutionary speech acts, there are assertive, directive, expressive, commissive and declarative illocutionary speech acts. Judging from perlocutionary speech acts, in this study it was found that perlocutions made the speech partners do something, interested, happy and understanding. For more details, the forms of speech acts found in learning Indonesian class X SMK Negeri 5 Sidrap can be seen in table 4.2 as follows Table 4.2: Forms of Locutionary, Illocutionary and Perlocutionary Speech Acts No. Types of Speech Act Forms of Speech Act 1. News Locus Ask Order 2. Directive Illocutionary Expressive commissive Declarative Assertive 3. Perlocutionary Effect

According to the discussion that has been presented, the results show that the types of speech acts used by class X students of SMK Negeri 5 Sidrap are locutionary, illocutionary, and perlocutionary. In these three types, it turns out that the most frequently uttered speech act is the locutionary type of speech act as many as 18 utterances. Meanwhile, the rest are illocutionary as many as 14 utterances, and perlocutionary only as many as 5 utterances. Based on this, the speech used by class X students of SMK Negeri 5 Sidrap is mostly speech with the aim of providing information and other purposes to the speech partner (the interlocutor). The forms of speech acts of the types of speech acts

above are very diverse. starting from the type of locutionary speech act, here students more often use the form of statements to provide information only and without influencing the interlocutor to do something. In the section on types of illocutionary speech acts, teachers and students use five types of speech forms, namely commissive, assertive, declarative, directive, and expressive. Of the five types, directive speech is in the first position which means it is often used during learning. The directive here aims for partners to perform the actions mentioned in the utterance. Commissive acts are speech acts that encourage the speaker to do something he sees. Directive acts are speech acts that encourage the listener to do something with action. Expressive acts are speech acts that describe or show a feeling in oneself towards something they see. Declarative speech acts are speech acts performed by the speaker with the intention of creating new things (status, circumstances, etc.). Assertive speech acts are speech acts that bind the speaker to the truth he says. In this study there are also findings regarding perlocutionary speech acts in student learning activities in class X SMK Negeri 5 Sidrap with perlocutionary acts of influence. Perlocutionary acts of effect and influence are speech acts of telling or stating something with an effect or influence. The perlocutionary act is the effect of the speech made by the speaker and it can have an effect and influence on the speech partner.

CONCLUSION

Based on the results of the research and discussion previously described in chapter IV as follows: 1. Based on the research findings, locutionary speech acts in Indonesian language learning class X SMK Negeri 5 Sidrap, include 14 utterances in the form of news, 3 utterances in the form of questions, and 1 utterances in the form of commands. Locutionary utterances that aim to convey information to the interlocutor. 2. Illocutionary speech acts in Indonesian language learning class X SMK Negeri 5 Sidrap, include (1) commissive acts with 1 utterance, (2) directive acts with 9 utterances, (3) declarative acts with 1 utterance, (4) expressive acts with 2 utterances, and assertive speech acts with 1 utterance. 3. Perlocutionary speech acts in Indonesian language learning class X SMK Negeri 5 Sidrap effect and influence. The researcher found 5 data are perlocutionary speech acts, namely perlocutionary speech acts occur because of the speaker's speech because the speaker tries to make speech partners.

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