

Speech action patterns of Indonesian at multi-language campus

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Abstract - This study aims to describe the types and functions of speech acts constructed by Indonesian Language and Literature Education students at the Teaching and Education Faculty, Universitas Jambi, who have multilingual backgrounds. This research is a qualitative descriptive study. Data were collected from 30 informants. Data was collected using free listening techniques in various settings on the campus, as well as recordings and field notes. Data were analyzed using the flow technique from Miles and Huberman through the steps of data reduction, data presentation, and drawing conclusions. The data validation technique used theory and method triangulation techniques. The results of the research can be seen in events of students of Indonesian Language and Literature Education, Teaching and Education Faculty, Universitas Jambi, which is multilingual, including speech acts; (1) commission, (2) assertive, (3) declarative, (4) expressive, and (5) directive. Likewise, the function of the speech act that is revealed is a function; (1) competitive, (2) fun, (3) cooperative, (4) contradictory. The students' multilingual background in uncovering the types and functions of speech acts consists of speakers of the language; (1) Bugis, (2) Batak, (3) Malay Jambi, (4) Javanese, (5) Palembang, (6) Kerinci, and (7) Minangkabau. The speech patterns built by speakers of different mother tongues can be seen and the cultural background of each ethnicity is very influential. Their cultural different background brings about different styles of language. The language culture of Bugis, Batak, and Palembang speakers feels more assertive, and vulgar and shows a slightly harsh tone. Whereas, those with a cultural background in Minangkabau, Kerinci, Javanese, and Jambi Malay languages feel more relaxed and softer. This can be seen both in each type of speech act, as well as in terms of the expression of the function of the speech act. However, when they are faced with the reality of being multi-language, they are forced to use Bahasa Indonesia, and in turn, they become a reflection of patterns of speech acts in Bahasa Indonesia as well as a profile of Indonesian sociolinguistics.

Keywords: types of speech acts; speech acts; multi-language; pattern

1. Introduction

One of the campuses, Jambi University, has developed into a meeting point for students from all diverse cultural backgrounds. The Jambi University campus is undoubtedly one of the multilingual environments as a result of this circumstance. As a result, various linguistic descriptions are also produced. So that kids naturally develop a variety of linguistic patterns while establishing communication between people. The relevance of these circumstances as research material for applied linguistic studies in the areas of sociolinguistics, psycholinguistics, pragmatics, and socio-pragmatics makes this observation intriguing.

In order to preserve the unity and integrity of the Indonesian people, it is also critical to research speakers with multilingual backgrounds in order to understand how they carry out linguistic exchanges that give rise to highly desirable conditions. Although though there are many different languages, cultures, faiths, and ethnicities on campus, the goal is to make it into a single miniature of Indonesia. Every student who comes from a different cultural background will then internalize and manifest multiculturalism. Every year, Jambi University FKIP accepts students from a wide variety of cultural backgrounds for its Indonesian

Language and Literature Education program. Yet, it is generally noticeable from year to year that pupils who speak Jambi, Kerinci, Javanese, Batak, and Minang.

It is important to have a general understanding of how speakers of the seven distinct languages construct linguistic communication in their daily interactions. Naturally, they will live side by side in their daily activities as fellow citizens of the Jambi University campus and fellow students. Of course, they all speak their respective languages which facilitate their ability to choose a common language for interaction; Indonesian is the only exception. It is extremely unlikely that they will create language communication between them using a foreign language like English. An understanding of how each of them uses Indonesian to communicate is required in this context. What is the nature of their speech acts in each speech event in this case?

This study intends to examine the structures and purposes of speech acts created by multilingual students of Indonesian language and literature at Jambi University's Teaching and Education Faculty. Naturally, in this instance, as explained in the preceding section, it is only available to students having a background in the Jambi Malay, Minang, Batak, Javanese, Bugis, Kerinci, and Palembang languages. As a source of data and knowledge regarding Indonesia's sociolinguistic profile, this study's advantages are used. Obviously, the advancement of science, and particularly the advancement of linguistics, particularly applied linguistics, depends greatly on these data.

Pragmatics is the study of how language is utilized in specific situations to accomplish specific objectives. the study of how language is used to attain specific purposes in various contexts and in accordance with those contexts. According to Schiffrin (in Jumanto, 2017; Wajdi, 2018), pragmatics is a wide approach to discourse that works with the three extremely open-ended ideas of meaning, context, and communication. According to Yule (2006), pragmatics is the study of the meaning that speakers (or authors) express and that listeners interpret (or readers). Speech is an effort to reconstruct the action the speaker hopes to accomplish when he or she speaks. Hence, utterances are the words, phrases, and sentences that speakers use to communicate. Typically, utterances take on a certain formal shape, such as declarations, informational tasks, and performances.

Speech acts are another activity in addition to speaking and utterances. Because speech acts are one of the analyses, they play a significant role in pragmatics. A speech act is a component of illocutionary and propositional discourse (P). The pragmatic unit is the unit used in conversational implicature analysis (IP) (SP). Each SP has content that is a combination of propositions and illocutionary. To find a solution to the issue of meaning in speech (T) that involves conversational implicatures, pragmatic analysis must be conducted (IP). The method of resolving conflicts between speakers (n) and when speakers (t) of speakers (n) speak will allow the pragmatic unit of an IP to be specified.

Speech acts, as defined by Arifiany (2016: 2), are an individual's utterances during a speech event. Illocutionary acts, illocutionary acts, and perlocutionary acts are the three categories into which speech acts fall. Rustono (in Riswanti, 2014: 72) claims that the speech act is a crucial component of pragmatics. Entity refers to something with a specific existence. There are many different speech acts, and they can be divided into five categories: representational, directive, expressive, commissive, and declaration. According to Chaer and Agustine (1995), a speech event is the occurrence or continuous linguistic interaction in one or more speech forms that involves two persons, namely the speaker and the interlocutor, with one subject in a certain time, place, and situation

Austin separates speech acts into three categories: locutionary, illocutionary, and perlocutionary. The events take place simultaneously. In an expression, lexical linking connects a subject to a single statement (subject-predicate). Illocutionary includes asking questions, for example. Perlocutionary refers to the outcome or impact of a statement that is consistent with the context and circumstances in which it is made. Hence, locution is a speaking act that connects a topic to data in an expression (Maria & Wiryotinoyo, 2020). According to the Goddess of Pragmatics (Between Language Theory and Practice) - Google Scholar, n.d., articulatory speech acts are speech acts made by words, phrases, and sentences in accordance with the meaning contained in those words, phrases, and sentences. speech that is illocutionary

First, forceful communication, which includes statements, hints, boasts, and claims that bind the speaker to the veracity of the proposition being made. These illocutionary activities usually have no clear agenda. It is proportionate in terms of illocutionary semantics. In assertive illocutionary speech acts, the speaker is constrained by the veracity of the statement being made (Salma, 2022; Wajdi & Asrumi, 2024). The speaking acts of announcing or telling, recommending, bragging, griping, demanding, and reporting fall under this category. The purpose of assertive communication is to establish or clarify how something is. According to Swashaning (2015), representational acts are verbal expressions that obligate the speaker to communicate the truth. An aggressive act is another name for this verbal behavior. There are various elements to assertive or representational acts.

Second, a directive is a speech act that aims to elicit a response from the listener in the shape of an action taken by the speaker. Positive speech acts are another name for directive speech acts (Islamiati et al., 2021). The presence of an action taken by the speech partner after hearing the speech serves as a telltale sign of this type of speech act. The opponent is inspired to take action by this verbal act. In essence, this speech act can command the listener to make a verbal or nonverbal movement. These verbal acts include advising, ordering, requesting, and placing orders (Salfita & Manaf, 2021).

Thirdly, an expressive speech act is a speech act that the speaker intends to have the listener perceive as an assessment of the subject matter. This speech is sometimes referred to as an evaluation speech (Hasanah, 2017). The following utterances are examples of expressive speech acts: (1) Thank You. The speaker acknowledges the interlocutor in their conversation, expressing gratitude for the goodness they have received directly or indirectly Nadar (in Hasanah, 2017). The speech that follows provides more information regarding this illocutionary behavior. (2) Congratulations. The phrase "protected from disaster" (avoided from danger; safe, successful; not missing anything; healthy; not getting disturbances, damage, and so on) is used in speeches of congratulations.

Fourth, speech acts that obligate the speaker to carry out all they mention in their speech are known as commissives. The purpose of this speech act is to persuade the speaker to take action. Due to the fact that it does not address the speech partner's interests, this speech act serves as entertainment and is less competitive. Commissive speech acts include making promises, swearing, declarations of ability, offers, and vows (Andrea, & Fatmawati, 2023).

The following are some examples of commissive speaking acts: (1) Speech Act of Commissive Pledge. a verbal maneuver used by a submissive individual to make a commitment to carry out a task that has been asked of them. The promise was made in good faith (really). The individual with the ability to perform the action is the one who will really do it. This action will be taken in the future even if it has not yet been done. (2) The Commissive Speech Act on Profanity. Speech is used to persuade the listener that what the speaker does or says is true. This swearing statement employs speech indicators that can persuade the listener, frequently by naming more credible witnesses. (3) Commissive Speaking Actions in the Workplace. Speaking acts that are implied by a certain intent but aren't actually done. The speaker will carry out his commitment if the intended outcome has been achieved or realized.

Fifth, declarative (declarations) is the illocutionary used to make sure the proposition's contents match reality. Examples are ratify, decide, cancel, ban, grant, appoint, classify, punish, forgive, and pardon (Amal et al., 2022). The following are examples of declarative speech acts: (1) Declarative Speech Actions Endorsed; (2) Declarative Speech Acts Decide; (3) Declarative Speech Acts Forgive; and so forth.

Yule (2006) defined directives as speech acts that speakers utilize to give instructions to listeners. This kind of speech act expresses the speaker's or the listener's desires. These speech acts can take the shape of both positive and negative statements, and they include delivering orders, requests, orders, and suggestions. The speaker strives to fit the term to the world while utilizing the directive (via the listener). According to Djatmika (2016), a speaker will employ directive type speech to force the second person to do or not do something for him. Thamrin (2010) defined directive acts as language acts used by speakers to produce an effect in the form of actions or speaker-performed activities.

2. Method

This investigation is a qualitative descriptive investigation. The research data is comprised of the statements made by each informant as a data source and was collected from students studying Indonesian Language and Literature at Jambi University FKIP who come from a diversity of linguistic backgrounds. Four individuals—two men and two women—are needed to define each language. They are from the Palembang, Minang, Kerinci, Batak, Javanese, and Malay communities of Jambi. The method for gathering the data included field notes, recording, and free speaking. The flow method from Miles and Hubermans was used to examine the data in three steps: data reduction, data presentation, and conclusion-making. The triangulation of theory and method was applied in the data validation procedure.

3. Results and Discussion

3.1 Results

Based on the numerous illocutionary speech acts that are created in each student's language background, the research findings are explained. The purpose of each speaking act is then explained in the second section.

(1) Bold language choices

The following speech demonstrates an aggressive speech act, which is a type of speech act that unites the speaker to the truth of the proposition being stated, in this case in the form of information.

Data-1

Lunch is being consumed in the FKIP UNJA canteen.

Language of Speech: Indonesian Events: P1 speaks Bugis, P2 speaks Minang, P3 speaks Batak, and P4 speaks Javanese. Speaker: P1:

P1: Whoa, the fried rice tastes surprisingly spicy.

P2: It's true that it's quite hot even.

P3: I am also fiery.

P4: It's typically fairly spicy for me, but.

It is clear from the aforementioned speech acts that P1, P2, P3, and P4 all exhibit aggressive statements that convey this knowledge. The fried rice they eat is spicy in this instance, according to their tale.

Act on Directive Speech 2

A directive speech act is one in which the speaker has an effect to compel the listener to do what the speaker desires. It is an order in this instance.

Data-2

Speech Environment: A bench in the campus's courtyard, where I'm lounging comfortably.

Speaking in Kerinci, Minang, and Palembang are P1, P2, and P3, respectively.

English-speaking country: Indonesia

Speech events: P1: Could you please clarify what our previous task was?

P2: Mr. Andi read the assignment too rapidly; as a result, I'm not sure what our assignment is.

P3: Let me know if it's unclear if this is a group or solo activity.

If you pay close attention to the speeches from P1, P2, and P3, you'll see that each speaker wants to accomplish his or her goals. In this instance, it clarifies the format of the lecturer's prescribed course assignments.

(2) Submissive language

A speech act with the intent to offer or promise anything to the addressee is referred to as a commissive speech act.

Data-3

Speech Circumstance: During lectures in class E5

Speaker:

P1, P2, and P3 should speak Kerinci, Minang, and Palembang, respectively.

Jambi Malay, P4

English-speaking country: Indonesia

Speech occasions:

P1: What if we just split the tasks involved in finishing the assignments for our group?

P2: I completely agree. How about splitting the themes into four, with each participant receiving two?

P3: Let me handle the research for the topic of politeness maxims; I have the materials.

Hi buddies, the resources for our homework are actually not too challenging. How about we get together again tomorrow? I'll bring the materials.

See how the speakers in P1, P2, P3, and P4 each provide or make a promise related to their different wishes. In this instance, it has to do with the issue of completing course assignments.

(3) Expressive speech acts are speech acts that reveal or state the speaker's or speaker's psychological state through what is said.

Data-4

Speaking in the following dialects: P1: Talk Batak, P2: Speak Bugis, P3: Speak Palembang, and P4: Jambi Malay Speaking in the following dialects:

English-speaking country: Indonesia

Speech occasions:

P1: I received 70 points, wow, that's extremely unfortunate.

P2: Thank goodness I got an 85.

P3: Damn it, how come we did it together and you got an 82 and I got a 75.

Awesome, I got my 88.

P4 "Cihuuuuu!"

Pay close attention to the speakers in P1, P2, P3, and P4, as each exhibits a variety of psychological expressions. There are some who exhibit delight and happiness, and there are those who express disappointment. Whereas speeches P2 and P4 display talks with glad expressions as a result of their high marks, speeches P1 and P3 display speeches with disappointed expressions.

(4) Actions of Declaratory Speech

A declarative speech act is one that asserts that there is a connection or relationship between the way someone speaks and the world around them.

Speak for Data-5 Situation: After the presentation, we hung out in the campus' courtyard.

Speakers: Javanese (P1), Batak (P2), Palembang (P3), Jambi Malay (P4), and Kerinci (P5).

English-speaking country: Indonesia

Speaking events:

P1: Given the more favorable environment, online courses are no longer necessary.

P2: Considering how secure it is, why are we back to learning online?

P3: No longer need we be hesitant to interact face-to-face.

P4: It appears that other faculties also held in-person seminars.

P5: The instructor advised us that since things are improving, we should only take face-to-face classes right now.

Upon listening to the speeches of P1, P2, P3, P4, and P5, it is clear that what they stated demonstrates how well their speech matched the actual circumstance. Before the speech event, students and professors had a discussion over whether the lecture model was still face-to-face or still used a network. This has to do with the Covid 19 pandemic episode, which made it necessary for courses at the time to be delivered online.

The following is a description of the functions of speech acts, which comes after summarizing the findings of research on the forms of speech acts.

(1) Competitive Performance

Due to the competitive function, social and illocutionary aims are in competition. In this instance, the words used include demanding, pleading, and commanding, demanding or pleading. This can be seen in the following speech data.

Scenario for Data-6 Speech: A classroom, L 208

Speakers: Javanese (P1), Batak (P2), Palembang (P3), Jambi Malay (P4), and Kerinci (P5).

Speech in the Indonesian language Function: Speech competitions:

P1: Pay attention, instructor Pak Andi has instructed us to read academic literature on the subject of speech acts.

P2: My friends, please calm down a little bit. I hope that group divisions will pay attention to student housing so that mobilization will be simple.

P3: For this reason, I advised at the time to pay close attention because you don't want to hear all the noise.

P4: I humbly request that you all quiet your voices, pals.

P5: I sincerely hope that my friends will understand. I also hope that when we talk about it, it won't seem noisy and disrupt the class behind us.

Considering each of the aforementioned claims reveals a request or request. Hence, these speech acts are speech acts that serve a competitive purpose.

(2) Fun Activity

Speech acts with illocutionary intentions that are in harmony with social objectives have the fun function. In this instance, it is comparable to a verbal act that is meant to offer, greet, give thanks for, and congrats. as evidenced by the information below.

Data-7

Situation: One of his pals had already aced the thesis exam and was waiting for him in the FKIP parking lot.

Speaker:

Minang is the first language to learn, followed by Batak, Palembang, and Jambi Malay.

English-speaking country: Indonesia

Speech process: Fun

Speech occasions:

P1: Now that you've passed your thesis examination, why don't we have lunch at the canteen?
P2: I appreciate your help, pals.
P3: Congrats, you've earned your diploma.
P4: Yeah, let's dine at the Cahaya Minang restaurant rather than the canteen to honor my achievement.

Both speeches P1, P2, P3, and P4 exhibit the speech actions of invitation, congratulations, and thanks when compared to the structure of the speech above. So, each of these statements has a humorous purpose.

(3) The Role of Collaboration

Cooperation in speech serves the purpose of making illocutionary aims irrelevant to social goals. In this instance, the speech form includes elements like proclaiming, announcing, and reporting. as evidenced by the information below.

Scenario for Data-6 Speech: A classroom L 208

Speakers: Javanese (P1), Batak (P2), Palembang (P3), Jambi Malay (P4), and Kerinci (P5).

Speech in the Indonesian language Work: Competitive

Speech acts:

P1: Pay attention, instructor Pak Andi has instructed us to read academic literature on the subject of speech acts.

P2: My friends, please calm down a little bit. I hope that group divisions will pay attention to student housing so that mobilization will be simple.

P3: For this reason, I advised at the time to pay close attention because you don't want to hear all the noise.

P4: I humbly request that you all quiet your voices, pals.

P5: I sincerely hope that my friends will understand. I also hope that when we talk about it, it won't seem noisy and disrupt the class behind us.

Considering each of the aforementioned claims reveals a request or request. Hence, these speech activities are kinds of speech.

(3) Fun and Function

Speech acts with illocutionary intentions that are in harmony with social objectives have the fun function. In this instance, it is comparable to a verbal act that is meant to offer, greet, give thanks for, and congrats. as evidenced by the information below.

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(3) The Role of Collaboration

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Data-8

Speech Setting: Following the lecture in the E5 classroom

Speaking in the following order: P1: Minang, P2: Batak, and P3: Javanese

Language used in Speak Indonesian language speech: Cooperation

Speech:

P1: Good morning, as our professor previously spoke on field assignments, I will state that today we must create workgroups.

P2: As of next week, we will begin implementing pragmatic assignments, I'm announcing today.

P3: Hello, everyone. We have established a working group, which I would want to let you know about.

Observing the structure of the previous speech, it can be seen that speeches P1, P2, and P3 display affirmative statements. Consequently, it is clear that the speech satisfies the cooperative function.

(4) Incompatible Functions

The fourth speech act's purpose is its conflicting purpose. In this instance, the illocutionary's intent runs counter to social objectives. The illocutionary speech act has a menacing tone.

Data-9 Speech Situation: Following the lecture, in class L 208, there was a student who had misplaced his cell phone.

Speaker:

P1: Talk Javanese, P2: Speak Batak, P3: Speak Palembang, and P4: Speak Jambi Malay Contrary Speaking events serve as:

P1: If one of our friends finds a friend's cell phone and doesn't want to give it back, that person is a thief and must suffer Allah's wrath.

P2: If someone later agrees to testify, we will notify the police if someone finds the smartphone but doesn't want to give it back.

P3: Group 5 was the last to depart the room yesterday.

I'm positive it indicates that one of the group's five members discovered the cellphone.

P4: It's been two days since the cell phone vanished, so why are you just notifying me now?

The speeches of P1, P2, P3, and P4 exhibit a tone of reprimand, threat, and accusation when compared to the speeches mentioned above. As a result, it seems as though the function is conflicting.

Data-8 Speech Speaker: P1: Speak Minang, P2: Speak Batak, and P3: Speak Javanese Language of Speech: Indonesian Setting: In the E5 classroom following the lecture

Function of speech: cooperation

Speech occasions:

P1: Hello everyone, in accordance with what our lecturer previously mentioned about fieldwork, I will state that today we must create workgroups.

P2: As of next week, we will begin implementing pragmatic assignments, I'm announcing today.

P3: Hello, everyone. We have established a working group, which I would want to let you know about.

Observing the structure of the previous speech, it can be seen that speeches P1, P2, and P3 display affirmative statements. Consequently, it is clear that the speech satisfies the cooperative function.

(4) Incompatible Functions

The fourth speech act's purpose is its conflicting purpose. In this instance, the illocutionary's intent runs counter to social objectives. The illocutionary speaking act has a threatening, accusatory, cursing, or reprimanding undertone. as evidenced by the facts below.

Data-9 Speech Situation: Following the lecture, in class L 208, there was a student who had misplaced his cell phone.

Those speaking are P1 in Javanese, P2 in Batak, P3 in Palembang, and P4 in Jambi. Malay

English-speaking country: Indonesia

Speech Events: Contrasting Speech Functions

P1: Anyone among our friends finds a friend's cell phone but doesn't want to give it back signifies that person is a thief, and Allah must condemn that person.

P2: If someone later agrees to testify, we will notify the police if someone finds the smartphone but doesn't want to give it back.

P3: Group 5 was the last to depart the room yesterday. It must mean that one of the five group members located the cell phone, I'm certain of it.

P4: You too, why are you only telling me now when the phone has been missing for two days?

In light of the speeches mentioned above, P1, P2, P3, and P4's speeches exhibit a reprimanding, threatening, and accusatory tone. As a result, it seems as though there is a conflicting function.

3.2 Discussion

Indonesia is a multicultural nation made up of many different ethnic and cultural groups. As a result, Indonesian is the most popular language for interethnic communication. Of course, each tribe also has a unique mother tongue. Such conditions may inspire them to learn more languages, including multiple languages. As evidenced by data-1, which shows that speech acts P1, P2, P3, and P4 demonstrate forceful

speech that suggests information content, assertive speech acts are distinguished by speakers and the veracity of the propositions communicated, in this case in the form of information. The fried rice they eat is spicy in this instance, according to their tale. Actually, there aren't many differences in the aggressive speech patterns that arise between various mother tongues of speakers of Javanese, Minang, Bugis, and Batak. Only the way they affirm the sentences they create differs. When compared to sentences written by Jawa and Minang speakers, those of Batak and Bugis language speakers feel firmer.

Speaking in a directive manner has the effect of causing the listener to act in the speaker's desired manner. Data 2 demonstrates that P1, P2, and P3 each expressed a desire to act in the manner that he desired. In this instance, it clarifies the format of the lecturer's prescribed course assignments. Both speakers of Kerinci, Minang, and Palembang exhibit a pattern in their directed speech that is not significantly different. Compared to speaking from Kerinci and Minang language speakers, sentences from pupils with a Palembang language background are firmer.

Speech that is intended to offer or promise something to the recipient is referred to as commissive speech. As can be observed from data 3, each speaker proposes or promises to fulfill their unique requests in the utterances P1, P2, P3, and P4. In this instance, it has to do with the issue of completing course assignments. The commissive speech act patterns created by P1: Kerinci, T2: Minang, P3: Palembang, and P4: Jambi Malay, exhibit a remarkably similar pattern. Speaking from a Palembang linguistic background, however, produces firmer utterances.

Similar to this, expressive speech acts reveal or state the speaker's or speaker's psychological status through what they say. This is evident in data 4, where it can be seen that each speaker exhibits a variety of psychological emotions in the utterances P1, P2, P3, and P4. There are some who exhibit delight and happiness, and there are those who express disappointment. Speeches P1 and P3 display speeches with dejected faces, whereas Speeches P2 and P4 display speeches with cheerful faces due to the high marks. P1: Speaking Batak and P3: Speaking Palembang both have expressive speech forms that show displeasure, but they also use forceful sentence structures to do it. In contrast, it appears in the speech patterns P2: Bugis and P4: Jambi Malay. It conveys an upbeat expressiveness. This is evident from the positive tones in their statements.

The declarative claims that someone's speech implies a connection or relationship between the way they speak and what is actually happening. This is seen in data 5, where the statements made by P1, P2, P3, P4, and P5 are used to demonstrate how well their words fit the circumstances at hand. Before the speech event, students and professors had a discussion over whether the lecture model was still face-to-face or still used a network. This has to do with the Covid 19 pandemic episode, which made it necessary for courses at the time to be delivered online. Less aggressive declarative speech acts are used in P1's Javanese, P4's Jambi Malay, and P5's Kerinci speech patterns. In contrast to P2: Batak and P3: Palembang, whose speech patterns were harder, their declarative tones of speech felt softer.

According to data 6, which shows that the functions of utterances P1, P2, P3, P4, and P5 suggest a request or request, it appears that the function of competitive-type speech acts indicates intent to ask, order, demand, beg, and so on. Hence, these speech acts are speech acts that serve a competitive purpose. When compared to the speech patterns of P2: Batak and P3: Palembang, the sentence patterns of P1: Javanese, P4: Jambi Malay, and P5: Kerinci feel gentler. Despite the fact that they both serve the purpose of speech acts used in competition.

The illocutionary goals are in line with the social goals in the fun function, too. In this instance, it is comparable to a verbal act that is meant to offer, greet, give thanks for, and congrats. As evidenced by data 7, speeches P1, P2, P3, and P4 in this instance display speech acts of invitation, congratulations, and thanks. So, each of these statements has a humorous purpose. In contrast to the speech produced by P2: in Batak language and P3: Palembang language, P1: in Minang language and P4: Jambi Malay shows softer speech in expressing the function of pleasant forms of speech acts. The P3 and P4 feel more coarse when conveying that amusing function.

Speech acts that demonstrate cooperation in speech serve the purpose of illocutionary discourse by ignoring social objectives. In this instance, the speech form includes elements like proclaiming, announcing, and reporting. This is supported by data 8, which demonstrates affirmative remarks in speeches P1, P2, and P3. Consequently, it is clear that the speech satisfies the cooperative function. P1: speaking Minang, P2: speaking Batak, and P3: speaking Javanese all have similar-looking speech patterns. They typically speak softly when forming the sentences they construct.

The same is true for speech acts that express contradictions. In this instance, the illocutionary's intent runs counter to social objectives. The illocutionary speaking act has a threatening, accusatory, cursing, or reprimanding undertone. This occurred in data-9, where P1, P2, P3, and P4 used accusatory, threatening, and scolding tones in their speech. As a result, it seems as though there is a conflicting function.

P1's speech patterns in Javanese and P4's speech patterns in Jambi Malay tend to be similar. They use still-softly spoken phrases to convey the appeasing function. Speeches from P2: Talk in Batak and P3: Speak in Palembang feel more coarse and rough, in comparison.

It is clear from studying the speech patterns developed by speakers of various mother tongues that each ethnicity's cultural heritage has a significant impact. In this instance, the Kerinci, Minang, Jambi Malay, Bugis, and Batak languages' cultures also influence how they speak Indonesian. Speakers of the Bugis, Batak, and Palembang languages have more forceful, vulgar, and slightly harsh tones in their linguistic culture. Those with a Minang, Kerinci, Javanese, or Jambi Malay cultural background, however, experience a more laid-back and softer feeling. This may be seen in each sort of speech act as well as in how the speech act expresses its function. But, given their circumstances, they must deal with the fact that they speak multiple languages, they are encouraged to speak Indonesian. They also serve as a profile of Indonesian sociolinguistics by reflecting the patterns of Indonesian speech acts.

4. Conclusion

The multilingual students of the Faculty of Teaching and Education at Jambi University who are studying Indonesian language and literature have developed illocutionary speech acts of the following types: (1) commissive, (2) assertive, (3) declarative, (4) expressive, and (5) directive. The speaking act's role is also revealed to be one that is (1) competitive, (2) enjoyable, (3) collaborative, and (4) contradicting. The speakers of the following languages made up the students' multilingual background when determining the categories and purposes of speech acts: (1) Bugis, (2) Batak, (3) Malay Jambi, (4) Javanese, (5) Palembang, (6) Kerinci, and (7) Minang. It is possible to distinguish the speech patterns developed by speakers of various mother tongues, and the cultural heritage of each ethnic group has a significant impact. Their varied cultural upbringings influence the language they use. Speakers of the Bugis, Batak, and Palembang languages have more forceful, vulgar, and slightly harsh tones in their linguistic culture. Those with a Minang, Kerinci, Javanese, or Jambi Malay cultural background, however, experience a more laid-back and softer feeling. This may be seen in each sort of speech act as well as in how the speech act expresses its function. They are urged to use Indonesian when confronted with the fact that they speak multiple languages, and as a result, they mirror Indonesian speech act patterns and take on characteristics of Indonesian sociolinguistics.

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