

# VARIATION OF ILLOCUTION SPEECH ACTS OF FATONY UNIVERSITY OF THAILAND STUDENTS IN BIPA LEARNING PROCESS

**Indah Yuliani, Silvia Marni, Refa Lina Tiawati R.**

Universitas PGRI Sumatera Barat, Kota Padang, Sumatera Barat , Indonesia

email: [indah20072001@gmail.com](mailto:indah20072001@gmail.com) [silv1a@upgrisba.ac.id](mailto:silv1a@upgrisba.ac.id) [refalinatiawati27@gmail.com](mailto:refalinatiawati27@gmail.com)

## Abstract

This study aims to describe type, function and meaning of illocution speech acts of fatony university of thailand students in BIPA learning process. the method used in this research is descriptive qualitative. The data used is data obtained from the results of record zoom documentation in the BIPA learning process. The data collection technique used free-involved listening, speaking and note-taking techniques. The source of the data in this study was the utterances of Fatoni University Thailand students. According to the results of the analysis found 4 types of illocutionary speech acts, 3 functions and 2 meanings of illocutionary speech acts at Fatoni University Thailand students.

Keywords: Pragmatic, Speech Act, Illocution, BIPA, FTU

## Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan jenis, fungsi dan makna tindak tutur ilokusi mahasiswa Fatoni University Thailand dalam proses pembelajaran BIPA. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data yang digunakan adalah data yang diperoleh dari hasil dokumentasi record zoom pada proses pembelajaran BIPA. Teknik pengumpulan data menggunakan teknik simak bebas libat cakap serta catat. Sumber data pada penelitian ini ialah tuturan mahasiswa Fatoni University Thailand. Sesuai hasil analisis ditemukan 4 jenis tindak tutur ilokusi, 3 fungsi dan 2 makna tindak tutur ilokusi mahasiswa Fatoni University Thailand.*

**Kata kunci:** Pragmatik, Tindak Tutur, Ilokusi, BIPA, FTU

## 1. INTRODUCTION

In the process of human communication requires language as a medium and tool of social interaction to convey intentions, ideas, feelings and experiences between humans. Fluency in communication is also one of the main factors for avoiding misunderstandings, in understanding the context conveyed. Especially with the world's rapid development and very high mobility and dynamics, making progress in all fields provides access to interact with other cultures. This interaction can take place face to face, the mass media and communication phenomena are nuanced and varied.

Variation is diversity that makes a context non-significant in a research study, as is the case with linguistic studies which have variations in their studies, one of which is pragmatic studies. Pragmatics is a study that discusses context and language through speech acts uttered by researchers when interacting and communicating. Pragmatics is also a branch of linguistics that studies the purpose of speech in a speech act.

Speech acts are the basis for the analysis of pragmatic topics, because in conveying an intention, speech acts have various forms in their implementation. (Rohmadi (2017) argues that "a speech act is a product or result of a sentence under certain conditions and the smallest unit of linguistic communication which can be in the form of questions, statements and orders". Speech acts are one of the pragmatic analyzes that examine language with aspects of its actual usage. (Marni dkk., 2021). Speech acts are divided into three, namely locutionary speech acts, illocutionary speech acts, perlocutionary speech acts. In accordance with the research title of illocutionary speech acts, therefore the researcher focuses on illocutionary speech acts only. Rohmadi (2017) said that illocutionary speech acts are speech acts that function to say or inform something and are also used to do something.

In the process of BIPA (Bahasa Indonesia bagi Penutur Asing) learning, understanding is of paramount importance for foreign students. This understanding serves as a foundation for tailoring the BIPA program to the characteristics and needs of foreign students. BIPA, designed to promote the Indonesian language on an international scale, attracts a diverse range of foreign learners driven by various objectives, including politics, trade, arts and culture, and tourism.

Fatoni University Thailand (FTU) is actively involved in driving the BIPA (Bahasa Indonesia bagi Penutur Asing) learning endeavor. Functioning within the framework of FTU, the Faculty of Cultural and Social Sciences (FIBS) assumes a pivotal role in administering BIPA courses. BIPA constitutes an integral element within the broader Malay language curriculum, specifically positioned within the Indonesian Language Concentration (KBI). Commencing its journey in the initial semester, the BIPA course progressively unfolds its multifaceted dimensions, encompassing both Malay and Indonesian concentrations, culminating in the fifth semester with an allocation of three credits. Participating in this research were students belonging to the Class of 2019, actively engaged across the spectrum of BIPA 1 and BIPA 2 levels. The BIPA learning endeavor revolves around the cultivation of four fundamental language proficiencies: reading, speaking, listening, and writing. At FTU, the BIPA curriculum is thoughtfully crafted to serve as an introductory platform, seamlessly bridging the path for KBI students to immerse themselves in the realms of the Indonesian language, literature, and culture.

Given the diverse interests of Fatoni University Thailand students in mastering Indonesian, the journey involves aspects of acquiring and mastering a second language (B2). Throughout this language acquisition process, students inevitably encounter linguistic errors—both written and spoken. These errors predominantly manifest within the speech acts of students who possess limited proficiency in using Indonesian. In light of the above,

this research centers on the illocutionary speech acts of Fatoni University Thailand students throughout their BIPA learning journey. The choice of illocutionary speech acts as data and data sources stems from the students' oral contributions—comprising statements and questions—during the BIPA learning process. These expressions encapsulate and lead to various types of illocutionary speech acts. Thus, the primary objective of this research is to identify and elucidate the range of illocutionary speech acts exhibited by Fatoni University Thailand students within the context of BIPA learning.

## 2. METHOD

In this study, researchers have employed a descriptive qualitative method. This method is chosen with the intention of presenting a comprehensive portrayal of the research outcomes and acquiring an overarching understanding of the subject under scrutiny. The selection of this method is rooted in the necessity for a detailed exploration of the contextual facets in order to discern the various types, functions, and implications of illocutionary speech acts within the BIPA learning process for students of Fatoni University Thailand. The investigation entailed a series of 9 sessions, each with pre-defined material, conducted as part of the learning process.

This form of qualitative research adheres to a descriptive framework, focusing on the depiction and characterization of the phenomenon. A notable hallmark of descriptive research is its narrative-oriented approach, involving a profusion of textual descriptions. Typically, qualitative descriptive research is harnessed to address research inquiries encompassing "what," "how," and "why" dimensions. Once a comprehensive exploration of all facets of the phenomenon has been accomplished, the researcher endeavors to elucidate the phenomenon's attributes holistically and meticulously, employing narrative descriptions comprised of words and sentences (Ulfatin, 2015).

## 3. FINDINGS AND DISCUSSION

After conducting research on illocutionary speech acts at Fatoni University Thailand students in the BIPA learning process, it can be seen that illocutionary speech acts are utterances produced as part of lingual interaction. Speech act theory is a theory that tends to examine the meaning and intent of a sentence, not a theory that examines sentence structure. If someone wants to convey something to another person, then what he puts forward is the meaning or intent of the sentence. However, to convey that meaning or intention, the student must express it in the form of speech acts.

These speech acts are divided into three types, namely illocutionary acts, illocutionary acts, and perlocutionary acts. Illocutionary speech act is a speech act which besides functioning to say or inform something is also used to do something. Illocutionary speech acts are very difficult to identify because they must first consider who is the speaker and who is the interlocutor. Illocutionary speech acts are speech acts that are often used by students, because Fatoni University Thailand students mostly state, convey and respond to

answers. As well as students more often ask questions or command with sentences telling the teacher to answer questions or re-explain the material being explained. The material used in this study is according to the agreement of the students and the teacher.

Therefore the teacher provides material that seems interesting to Fatoni University Thailand students in the BIPA learning process. In accordance with the BIPA level of the students being taught, namely, BIPA 1 and BIPA 2. BIPA level 1 is BIPA who understands and uses expressions in the context of self-introduction and fulfillment of concrete daily and routine needs in a simple way to communicate with cooperative speech partners, and at BIPA level 2 which expresses feelings simply, describes daily and routine needs.

Therefore the teacher provides different material at each meeting. The material taught to students is interrelated with one another, first about how Indonesians get to know their interlocutors, after teaching how to introduce themselves, the teacher teaches and explains how Indonesians buy and sell, what's more these Indonesians are famous for their characteristics, namely bargaining. Continuing in the third meeting the teacher explained material about tourism in Indonesia, because Indonesia has a wide and abundant natural wealth, the teacher explained about the natural beauty and tourism in Indonesia in 3 meetings. Because the teacher taught material related to the sixth meeting, the teacher discussed how natural events and disasters occurred in Indonesia. After that the teacher explained about the biographies of Indonesian figures and history. After that, the teacher explained about culture and customs in Indonesia. And the last material the teacher explains and teaches about short story material and myths.

In this study, it was found that there were illocutionary speech acts related to the material explained at nine meetings. So there are four types of illocutionary speech acts, namely; 1. There are assertive speech acts (stating, proposing, boasting, complaining, expressing opinions, reporting) 2. Not commissive speech acts (ordering, ordering, begging, demanding, giving advice), 3. Directive speech acts (promising, offering, vowing), 4. Expressive speech acts (thank you, congratulate, apologize, threaten, praise, say sorry). And there are three functions 1) comparative (competitive): commanding, asking, demanding, 2) fun (convivial): illocutionary goals are in line with social goals; say thank you, 3) work together (collaborative): illocutionary purposes regardless of objectives; state. In this study there are also 2 meanings that exist in illocutionary speech acts, namely referential meaning and non-referential meaning.

In the study of variations in illocutionary speech acts of Fatoni University Thailand students in the BIPA learning process, it was found 1) types of illocutionary speech acts of Fatoni University Thailand students in the BIPA learning process, 2) the function of illocutionary speech acts of Fatoni University Thailand students in the BIPA learning process, 3) meaning illocutionary speech acts of Fatoni University Thailand students in the BIPA learning process. This can be seen below.

## 1. Types of Illocutionary Speech Acts of Fatoni University Thailand Students in the BIPA Learning Process

In this study, there are four types of illocutionary speech acts found in the first meeting to the ninth meeting, namely; first, there are assertive acts (stating and expressing opinions). Second, not commissive speech (commanding and begging). The three directive speech acts (promising). And the fourth is expressive speech acts (thank you, congratulate, and praise).

In the BIPA learning process at the first meeting there were 6 speech acts, 2 assertive speech acts of declaring (explaining something), 3 acts of expressing opinions (expressing opinions), and 1 expressive speech act of congratulating. At the second meeting there were 9 speech acts, 5 assertive speech acts expressing opinions (expressing opinions), 1 commissive speech act ordering (sentence ordering), 2 expressive speech acts saying thank you, 1 expressive speech act praising. At the third meeting there were 17 speech acts, 5 assertive speech acts stating (explaining something), 3 assertive speech acts expressing something (expressing opinions), 2 directive speech acts promising, 5 commissive speech acts ordering (sentences ordering), 2 expressive speech acts saying Thank You. At the fourth meeting there are 3 speech acts, 2 commissive speech acts ordering (sentences ordering), and 1 expressive speech act saying thank you. At the fifth meeting there are 11 speech acts, 6 commissive speech acts ordering (ordering sentences), 5 expressive speech acts saying thank you. At the sixth meeting there are 8 speech acts, 3 commissive speech acts ordering (sentences ordering), and 1 act demanding (expecting something, 4 expressive speech acts saying thank you. At the seventh meeting there are 3 speech acts, 2 commissive speech acts ordering (sentence ordering) ), 1 expressive speech act of saying thank you. At the eighth meeting there are 7 speech acts, 3 assertive speech acts stating (telling something), 1 commissive speech act ordering (sentence asking), 3 expressive speech acts saying thank you. At the ninth meeting there are 4 speech acts, 3 assertive speech acts stating (telling something), and 1 commissive speech act ordering (sentence ordering).

## 2. Function of Illocutionary Speech Acts of Fatoni University Thailand Students in the BIPA Learning Process

In this study, there are 3 functions of illocutionary speech acts by Fatoni University Thailand students in the BIPA learning process, namely 1) competitive (commanding, begging) 2) pleasant (convivial): saying thank you, and congratulating. 3) work together (collaborative): stated. From the first meeting to the ninth meeting, there are 21 speech acts of commanding, 1 speech act of begging which belongs to the competitive function, 18 speech acts of thanking, 1 speech act of congratulating which belongs to the convivial function, 13 speech acts. states that belong to the function of working together (collaborative).

### 3. Meaning of Illocutionary Speech Acts of Fatoni University Thailand Students in the BIPA Learning Process

In this study, there were 2 meanings of illocutionary speech acts by Fatoni University Thailand students in the BIPA learning process at the first meeting to the ninth meeting, namely referential meaning and nonreferential meaning. In the speech acts of students at Fatoni University in Thailand, there are more referential meanings than non-referential meanings. Because in this study there are many words that refer to objects in the BIPA learning process, there are events and circumstances in this BIPA learning process.

### 4. CONCLUSION

Based on the results of the study, it can be concluded that the 3 variations of illocutionary speech acts are as follows :

- 1) Types of variations of illocutionary speech acts at Fatoni University Thailand students in the BIPA learning process, there are four types of illocutionary speech acts found in the first meeting to the ninth meeting, namely there are 13 assertive speech acts declaring and 11 assertive speech acts expressing something, 2 directive speech acts promising, 21 commissive speech acts of commanding and 1 commissive speech act of begging, 18 expressive speech acts of saying thank you, 1 speech act of congratulating, and 1 speech act of praising.
- 2) The function of illocutionary speech acts of Fatoni University Thailand students in the learning process. In this study, there are 3 functions of illocutionary speech acts, namely 1) competitive (ordering, begging 2) convivial: thanking and congratulating. 3) work together (collaborative): stated. From the first meeting to the ninth meeting, there are 21 speech acts of commanding, 1 speech act of begging which belongs to the competitive function, 18 speech acts of thanking, 1 speech act of congratulating which belongs to the convivial function, 13 speech acts. states that belong to the function of working together (collaborative).

The meaning of illocutionary speech acts of Fatoni University Thailand students in the BIPA learning process. In this research, there are 2 meanings of illocutionary speech acts by Fatoni University Thailand students in the BIPA learning process from the first meeting to the ninth meeting, namely referential meaning and nonreferential meaning. In the speech acts of students at Fatoni University in Thailand, there are more referential meanings than non-referential meanings. Because in this study there are many words that refer to objects in the BIPA learning process, there are events and circumstances in this BIPA learning process.

### 5. REFERENCES

- Abrian, R. A., & Sulistiawati, A. (2022). Pengaruh Pandemi Covid-19 dalam Proses Pembelajaran BIPA di Universitas Negeri Surabaya. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 153–160.

- Adryansyah. (2012). *Bahasa Indonesia bagi Penutur Asing (BIPA)*.
- Defina. (2020). *Teori BIPA dan Dinamika Penerapan di IPB*. PT Penerbit IPB Press. [www.ipbpress.com](http://www.ipbpress.com)
- Hans, R. (2021). *Teknik Triangulasi dalam Pengolahan Data Kualitatif*. <https://www.dqlab.id/teknik-triangulasi-dalam-pengolahan-data-kualitatif>
- Haryati, G., Andayani, A., & Atikah Anindyarini. (2019). Bahan Ajar Bahasa Indonesia Bagi Penutur Asing (BIPA) (Sahabatku Indonesia: Untuk Anak Sekolah Tingkat C2 (BIPA 7). *Prosiding Seminar Nasional "Inovasi Pembelajaran Bahasa Indonesia Di Era Revolusi Industri 4.0," 0*, Article 0.
- Isnaini, M. (2016). *Pengajaran BIPA dengan Media Gambar-Tulis Narasi*.
- Kusmiatun, A. (n.d.). *Mengenal BIPA (Bahasa Indonesia bagi Penutur Asing) dan Pembelajarannya*. Penerbit K-Media.
- Kusmiatun, A. (2016). *Mengenal BIPA (Bahasa Indonesia bagi Penutur Asing) dan Pembelajarannya*. K-Media.
- Leech, G. (1983). *Prinsip-Prinsip Pragmatik*. Penerbit Universitas Indonesia (UI-Press).
- Leksono, R. P., & Tiawati, R. L. (2020). Thai student online responses to native speaker toward Indonesian language learning for foreign speakers course (Respon mahasiswa Thailand dalam pembelajaran bahasa Indonesia bagi penutur asing (BIPA) dengan penutur asli secara online). *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa Dan Sastra Indonesia*, 6(2), 272-283.
- Marni, S., Adrias, & Tiawati R, R. L. (2021). *Buku Ajar Pragmatik (Kajian Teoretis dan Praktik)* (1st ed.). Eureka Media Aksara.
- Merdekawati, D., Dwinitia, S., & Rahmat, W. (2022). Using "Breaking News" Audio Visual Media For Writing Skills Of Natural Phenomenon Explanation Text On Class Viii Students Of Smp Negeri 3 Mandau. *Social Sciences Review and Humanities*, 1(1).
- Morissan. (2019). *Riset Kualitatif*. PRENADAMEDIA GROUP. [www.prenadamedia.com](http://www.prenadamedia.com)
- Nadia, I., Tiawati, R. L., & Nisja, I. (2022). Validitas Modul Pembelajaran BIPA 1 Materi Pekerjaan Berbasis Pendekatan Komunikatif. *Jurnal Pendidikan Tambusai*, 6(2), Article 2. <https://doi.org/10.31004/jptam.v6i2.3919>
- Putra, S. E. (2022). Scoping Immersion sebagai Alternatif Metode Pembelajaran pada Pelatihan Sosial Kultural. *BESTARI*, 2(2), Article 2. <https://jurnalbestari.ntbprov.go.id/index.php/bestari1/article/view/54>
- Putri, A. D. I., Kusumawati, Y., Firdaus, Z. A., Septriana, H., & Utomo, A. P. Y. (2022). Tindak Tutur Ilokusi Dalam Film " Ku Kira Kau Rumah." *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 2(2), Article 2. <https://doi.org/10.56910/pustaka.v2i2.136>
- Rohmadi, M. (2017). *Pragmatik Teori dan Analisis*. Yuma Pustaka.
- Rudi, R., & Mujiyanto, G. (2021). Tuturan Ekspresif Pengajar BIPA dalam Pembelajaran Keterampilan Berbicara dengan Metode Dengar Pandang. *Alinea: Jurnal Bahasa, Sastra, dan Pengajaran*, 10(1), Article 1. <https://doi.org/10.35194/alinea.v10i1.1218>

- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Sanata Dharma University Press.
- Suhartono. (2020). *Pragmatik Konteks Indonesia* (Vol. 1). Graniti.
- Syahri, N., & Emidar, E. (2020). Analisis Tindak Tutur Lokusi Dan Ilokusi Dalam Program Ini Talk Show Net TV Sebagai Kajian Pragmatik. *Jurnal Pendidikan Bahasa dan Sastra Indonesia UNP*, 9(3), 55–63. <https://doi.org/10.24036/108991-019883>
- Tarigan, H. (2009). *Pengajaran Pragmatik*. Angkasa. [www.angkasagroup.co.id](http://www.angkasagroup.co.id)
- Tawandorloh, K.-A., Islahuddin, I., & Nugraheny, D. (2021). Program Bahasa Indonesia bagi Penutur Asing (BIPA) di Universitas Fatoni, Thailand. *Indonesian Language Education and Literature*, 7, 139. <https://doi.org/10.24235/ileal.v7i1.8603>
- Tiawati, R. L., Dwinitia, S., & Pebriani, Y. (2021). Pengajaran Bahasa Bagi Pemelajar BIPA Dengan Tema Lingkungan Hidup. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 4(3), Article 3. <https://doi.org/10.29303/jppm.v4i3.2777>
- Tiawati, R.L., R. L. (2020). Bahan Ajar Bahasa Indonesia Bagi Penutur Asing. *Pustaka Galeri Mandiri*. Tiawati, R. L. (2020). Bahan Ajar Bahasa Indonesia Bagi Penutur Asing. *Pustaka Galeri Mandiri*.
- Tiawati, R. L., Suharni, S., & Pebriani, Y. (2022). Analysis Of Readiness Of Cultural Materials In Indonesian Language Teaching Materials For Foreign Speakers (Bipa) International Paya Program In West Sumatera. *Journal of Asian Studies: Culture, Language, Art and Communications*, 3(2), 90-96.
- Tiawati, R. L., Rahmat, W., Kemal, E., & Chen, W. (2022). The importance of guidance in understanding cultural discourse in thinking and speaking for foreign students in BIPA program. *Journal of Pragmatics and Discourse Research*, 2(1), 39-47.
- Ulfatin, N. (2015). *Metode Penelitian kualitatif di Bidang Pendidikan: Teori dan Aplikasinya* (Vol. 4). MNC Publishing.
- Winarni, E. (2018). *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*. PT.Cahaya Prima Sentosa.
- Yule, G. (2006). *Pragmatik* (Vol. 1). PUSTAKA BELAJAR.