

Research Article

Speech Actions in Inter-Student Interaction in Organizational Activities at the University of Semarang

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Abstract: This speech act research is a qualitative research with descriptive analysis to describe the form of speech acts in the interaction between students when organizing. Data collection methods in this study include observation, note-taking techniques, recording, and interviews. The form of the data is the speech used by students who are involved in student organizations at the University of Semarang. The speech studied was in the form of politeness in speech acts when carrying out organizational activities. Meanwhile, the data sources are students who take part in student organizations. The findings of the research on the forms of speech acts used by Semarang University students in organizing, namely locutionary, illocutionary, and perlocutionary. The form of locutionary speech acts includes news, questions, and orders. The forms of illocutionary speech acts include assertive, directive, expressive, commissive, and declarative speech acts. As for the forms of perlocutionary speech acts found, namely giving influence, namely directive ordering, pleading, advising, ordering, and demanding.

Keywords: Organize, Interaction Between Students, Speech Acts.

A. INTRODUCTION

Language as a tool to interact in all fields has a very important role. As a communication tool, language is used to make it easier for community members to interact socially and to convey their ideas or ideas. Communication can take place well involving two parties, namely the communicator and the communicant. Good relationships are for the sake of good communication. This is based on the aspect of speech act which is manifested through good, polite, civilized language supported also by good gestures. The way people think and talk can be understood how they reflect it through. As explained by Yule, one of the distinguishing characteristics of humans is how they can reflect on themselves by using language to think and speak. Humans are clearly able to reflect on language and its uses (e. g. “I wish he wouldn’t use so many technical terms”). “This is reflexivity. The property of reflexivity (or “reflexiveness”) accounts for the fact that we can use language to think and talk about language itself, making it one of the distinguishing features of human language (Yule, 2010:11).

Everyone has different communication skills. Mastery of the mother tongue or other languages obtained outside the environment results in language variations, for example the language used in education. There are two ways of communicating, verbal and written. The language used directly is called spoken language, while the language used indirectly is called written language. Speech made between individuals or groups directly results in speech events and speech acts.

Communication to the speech partner aims to inform the mandate and to establish social relations. To establish social relations, this can be done by using certain strategies, either by using polite expressions, implicit expressions or small talk. This strategy is carried out by the speaker and the interlocutor so that the communication process goes well, so that the message can be understood without damaging the social relationship between the two. Communication strategy is a non-linguistic factor in the communication process. In addition, there is another very important factor, namely politeness. The politeness factor is related to the sociocultural aspect of the language user rather than the linguistic aspect. Thus, after the communication process is complete, there is a deep impression between the speaker and the interlocutor, for example the impression of being friendly, sympathetic, polite, and courteous. The use of polite, polite, systematic, orderly, clear, and straightforward language reflects the personality of the virtuous speaker. On the other hand, using language that is sarcasm, blaspheming, cursing, ridiculing or harassing creates an immoral personality (Anam in Wicaksana, 2011).

In the culture of Indonesian society, the communication tool used is Indonesian. Language is used to communicate so that there is an interaction or reciprocity and language plays an important role in social life (Cahyani & Rokhman, 2017: 45). The use of this language is a way to empower the Indonesian language. The embodiment of this form of communication must be fostered continuously and consistently. One place for social interaction freely is the community environment. However, politeness in oral speech acts must be considered so that misunderstandings do not occur. The use of language that is gentle, polite, polite, systematic, clear and straightforward reflects a virtuous speaker. On the other hand, the use of rude, impolite and impolite shows a person who is not virtuous” (Setiawan, et al., 2017).

Therefore, speaking and acting properly must be considered so that the recipient of the message understands the impression conveyed. Communicating with other people has a way of doing it, as explained by Mulich.

The manner of speaking aims to regulate the following things:

1. What should be said at certain times and in certain circumstances.
2. What variety of language should be used in certain situations.
3. When and how is it a turn to speak in in-between conversations applied.
4. How to adjust the loudness of the voice when speaking.
5. What are the attitudes and gestures when speaking.
6. When to shut up and end the conversation Muslich (2009).

Likewise, the ability to speak for students in organizing in order to develop self-ability must improve hard skills and soft skills. Students who are members of Orma (Student Organizations) are students who become role models for other students. These students also play an important role for the progress of the campus, both academically and non-academic quality improvement. In addition, the benefit of organizing is to prepare students to take part in the community. Students as the successor to nation building and agents of change need to have strong and solid provisions, including the ability to apply politeness of speech acts in speaking.

One of the most useful provisions is the ability to act in speech. Acting speech in speaking means speaking according to the spoken Indonesian language by taking into account the conditions, situations, media, goals, topics of conversation, and the background of the interlocutor. The level of a person's dignity in the culture of communicating with others, one of which can be seen from the way he acts.

There are many types of organizational activities for students. For example at USM, there are 51 organizational/Orma activities at the University of Semarang based on the Appointment of the Management of Student Organizations (Ormas) of the University of Semarang for the 2020-2021 Period based on the Decree of the Chancellor of the University of Semarang No. 040/SK.USM/H/M/2021.

With these various activities, students are required to have organizational skills as well as the ability to apply speech acts in speaking/expressing their opinions. It is intended that the information conveyed is clearly understood and to avoid misunderstanding of information. However, speaking in official forums between students, such as when organizing, is not easy, it requires material preparation, the ability to express opinions, politeness in speech acts, and the ability to master situations.

Speaking in public forums must be in accordance with the rules of good and correct spoken Indonesian. In addition, various aspects of supporting language skills must also be considered, such as analysis of the conversation situation, the suitability of the speaker and listener, themes or ideas to be conveyed, the intent and purpose of the conversation, appropriate grammar, and appropriate body language (Keraf, 2001: 371).

Several researchers have conducted speech act research, including Nurwahidah (2014), Dirmawati, Achmad Toll, and Ramly (2019), and Darwis (2019). The results of Nurwahidah's research found forms of speech acts based on the nature, function, and continuity used by students of SMP Negeri 19 Bulukamba in discussing.

Dirmawati, Achmad Tolla & Ramly's research on illocutionary speech acts by students of the Indonesian Literature Study Program UNM in lectures is as follows. "We found the use of sentences (1) imperative, (2) declarative, and (3) interrogative. There are four functions of speech acts, namely (1) assertive, (directive), (3) expressive, and (4) commissive". Meanwhile, the results of the research findings of Darwis (2019) with the directive speech act research of teachers in the classroom on the form and function of speaking are as follows: "The form of the teacher's directive speech act consists of the directive form of asking, ordering, and asking. The form of the directive asks to be marked with a try, please, please, and come on. The directive form of the command is marked with please, fast, and pay attention. The form of the directive asking questions is marked with what, how much, and how. Meanwhile, the function of directive speech acts is divided into two functions, namely direct functions which include ordering, forbidding, asking and indirect functions which include asking, forbidding, and ordering" (Dirmawati, et al.)

Dervish's research on teacher directive speech acts in the environment SMP Negeri 19 Palu obtained the following results. "The form of the teacher's directive consists of the directive form of asking, ordering and asking. The form of the asking directive is marked with a try, please, hope, and come on. The directive form of the command is marked with the please, fast, and pay attention. The form of the directive asking questions is marked by what, how much, and how. Meanwhile, the function of directive speech acts is divided into two direct functions including prohibiting, asking, indirect functions including asking, forbidding, ordering (Darwis, 2019).

However, from several previous studies, the object of this research is different, thus producing different findings. This study describes the form of speech acts in the interaction between students when organizing.

B. LITERATURE REVIEW

1. Speech Act

Theories of speech acts have been written by many researchers. Yule (in Wahyuni, 2006:83-84) explains that the actions that are displayed through speech are called speech acts. It was further explained that the action performed by producing an utterance would contain three interrelated actions, namely locutionary acts, illocutionary acts, and perlocutionary acts.

Locutionary acts are basic speech acts or produce a meaningful linguistic expression. Illocutionary acts, namely actions that are displayed through the communicative emphasis of an utterance. For example, making a statement, offer, explanation or other communicative intent. This is also known as speech illocutionary emphasis. Perlocutionary acts, namely that speech has a specific function and purpose (Yule in Wahyuni, 2006:83-84).

In perlocutionary acts the listener will recognize the consequences. As explained by Riadi as follows: "Speech acts are individual symptoms, psychological in nature and their continuity is determined by the speaker's language ability in dealing with certain situations. Speech acts include psychological situations (for example, thanking, apologizing) and social acts such as influencing the behavior of others (for example, reminding, ordering) or making contracts (for example, promising, naming)" (Ibrahim in Riadi, 2020).

An utterance to state that a speaker's intention is known to the listener is called a speech act. "Speech acts are part of speech events, and speech events are part of speech situations. Every speech event is limited to activities, or aspects of activities that are directly regulated by rules or norms for speakers" (Sumarsono and Partama, 2010).

The act of expressing through language which is accompanied by gestures and that supports the speaker's intention which is determined by several aspects of the speech situation, including (1) the greeter or speaker, (2) the context of an utterance, (3) the purpose of an utterance, (4) speech as a form of speech. actions, and (5) speech as a product of verbal acts (Leech in Imaniar, 2013:20).

Meanwhile, there is an opinion that speech acts are associated with psychological symptoms. Speech acts are individual symptoms that are psychological and sustained by the speaker's language ability in dealing with certain situations. In speech acts, it is seen more in the meaning or action in the speech (Chaer in Rohmadi, 2004:29).

2. Speech Action Function

The form of language that has an important function for humans, especially the communicative function is speech acts. "Speech acts have several functions, including (a) instrumental functions, (b) regulatory functions, (c) representational functions, (d) interactional functions, (e) personal functions, (f) heuristic functions, and (g) imaginative function, namely the function of speech in creating systems or ideas that are imaginative" (Tarigan, 2015).

3. Types of Speech Acts

The types of speech acts according to Rahardi (2005), and Rusminto (2012), among them are locutionary, illocutionary, and perlocutionary speech acts.

a. Locutionary Acts

Speech acts to express something are called locutionary speech acts. In locutionary speech acts, the information conveyed is a fact in the form of meaningful and understandable sentences.

The content of the speech expressed by the speaker is what is prioritized in the locutionary speech act.

b. *Illocutionary Acts*

Speech acts that contain hidden meanings or other meanings desired by the speaker for the speech partner are called illocutionary speech acts. This speech act is to inform something and do something and contains a certain power of speech. Illocutionary acts are usually identified with explicit performative sentences and usually involve giving permission, thanking, ordering, offering and promising. Illocutionary speech acts are divided into five kinds of speech forms.

- (1) *Assertives*. Speech acts that bind the speaker to the truth of what he says. For example, stating, suggesting, boasting, complaining, and claiming.
- (2) *Directives*. Speech acts that are carried out by the speaker with the intention that the interlocutor performs the actions mentioned in the speech. For example, ordering, ordering, begging, demanding, and advising.
- (3) *Expressives*. Speech acts whose form of speech serves to express or show the psychological attitude of the speaker to a situation, for example thanking, congratulating, apologizing, blaming, praising, and condoling.
- (4) *Commissives*. Speech acts whose speech forms function to express promises or offers, for example, promise, swear, and offer something.
- (5) *Declarations* Speech acts whose speech forms function to connect the contents of the speech with reality, for example firing, baptizing, naming, appointing, excommunicating, and punishing.

c. *Perlocutionary Acts*

The act of growing influence or effect on the speech partner is called a perlocutionary speech act. This action contains the power to do something by saying something and attaching importance to the result. These actions are governed by the rules or norms of language use in speech situations between two parties.

Perlocutionary acts are speech acts that relate to the presence of other people's words in relation to the non-linguistic attitudes and behavior of other people. A speech uttered by someone often has a perlocutionary force, or effect on those who hear it. This effect or influence can be intentionally or unintentionally created by the speaker. The types of directive speech acts according to (Rahardi, 2005) are as follows:

- (1) Directive speech acts command
Speech acts that are spoken to command the speaker to do what the speaker says. Sentences which mean to command, are used with the politeness marker "try" as can be seen in the following example: "Try to erase the blackboard".
- (2) The directive speech act of asking
Speech act that asks politely, the speech partner does something the speaker wants. Sentences that mean begging are usually marked with a politeness marker "please" as in the following example: "Attention children, please!".
- (3) The directive speech act of advising
Speech act that advises the hearer to do something good according to the speaker himself. Sentences that mean to advise are usually marked with politeness markers the words "should" and "should".

(4) The directive speech act demands

Speech acts performed by speakers to demand what they need. An example of a demanding directive speech act is: "Move to the front". This utterance was spoken by the teacher to one of his students. Its function is to demand that their students immediately move to the front as desired by the teacher. This type of speech includes challenging directive speech acts. Because the teacher challenges his students to come forward to write down the numbers that have been given by the teacher and write them on the blackboard. Its function is to challenge their students so that their students compete to do what the teacher has ordered, and to provoke students to be active in class.

(5) Ordering directive speech act

An example of an ordering directive is: "I'll clean my toilet later!". The example of the speech is not polite because the speaker is forcing the interlocutor to do what is mentioned in his speech Rahardi (2005) and Rusminto (2012)

C. METHOD

This qualitative research with descriptive analysis describes the politeness of speech acts used by students in interactions when organizing on campus. The form of data in this study is the speech used by students who take part in student organizations at the University of Semarang. As explained by Arikunto (2013:161) that data is the result of recording research, both in the form of facts and figures. The speech studied was in the form of speech acts when carrying out organizational activities. Meanwhile, the data sources of this research are students who take part in student organizations at the University of Semarang.

Data collection methods in this study include observation, note-taking techniques, recording, and interviews. Interviews were used for data triangulation. The data collection techniques in this study were (1) observation, namely observing respondents who were talking, (2) recording all the contexts of the occurrence of speech, including recording student gestures or attitudes when speaking, and (3) recording student conversations during discussion and analysis. speech context. The recording technique is carried out on the speech used by students when carrying out organizational activities. Qualitative analysis of the speeches of Semarang University students used when organizing. The analyzed speech is the form of speech act used by Semarang University students in organizing. Analysis was also carried out on the results of interviews with students on the form of speech acts in organizations.

D. RESULTS AND DISCUSSION

The findings of the research by listening to students' conversations in speech acts in interacting when organizing are explained as follows. The data was obtained from the results of student speech during discussions and at seminars 12 times through zoom meetings. Data collection, apart from listening directly to students' speech acts during discussions, also conducted interviews with two respondents. The following is an analysis of the results of research on speech act politeness in interactions between students during organizational activities at the University of Semarang.

1. Forms of Speech Acts Used by Semarang University Students in Organizing

The forms of speech acts used by Semarang University students in discussing when organizing include speech acts, locutions, illocutions, and perlocutions. The form of locutionary

speech acts includes the form of news, questions, and orders. The forms of illocutionary speech acts found include assertive, directive, expressive, commissive, and declarative. Meanwhile, the forms of perlocutionary speech acts found include perlocutionary making the speech partner do something, be interested, happy, and understand. The following is an explanation of the form of speech acts from the results of the research found:

Table 1 Forms of Speech Acts of Semarang University Students in Organize

No.	Types of Speech Acts	Forms of Speech
1.	Locution	News Ask Order
2.	Illocutionary	Assertive Directive Expressive Commissive Declarative
3.	Perlocutionary	make an impact (directive) a. Reign b. Beg c. Advise d. Order e. Demand

The data findings of locutionary speech acts including news locutionary speech acts, questions, and orders are explained as follows:

a. News Form

Examples of findings in research are as follows:

- (1) BEM President: Originally wanted to meet offline.
- (2) MC: Hello friends, TLD 2021 participants, we will share attendance later the link at the end of the event and make sure when filling in the NAME DON'T FALSE AND CAPITAL because for certificate purposes.

Speech acts (1) and (2) are speech acts that are not intended to state something. This speech act is the act of saying something with the word and the meaning of the sentence according to its true meaning. Speech (1) was used by the President of BEM when he opened a discussion with his friends to start the discussion that the President of BEM really missed and wanted a face-to-face meeting/offline, not online. Speech (2) is used by the MC (event director) to inform the participants that the participants are asked to be present by writing down their names correctly for the issuance of participant certificates.

b. Question Form

The findings of the locutionary speech act research findings in the form of questions are explained as follows.

- (2) Student: Permission to ask, Sis, I'm Munawaroh B231.19.0139 I want to ask a question. "How to equip students with legislative abilities simple as a provision to manage the institution in order to be able to become a strong and integrated legislator? Thank you".

- (2) Student: I want to ask if a research student, there must be antigen... is the test on campus paid or not??

Speech acts in the form of questions in speech (4 and 5), the purpose or function of the speech is not at issue because the questions asked are in accordance with the meaning of the speech spoken and are considered by the speaker to make communication smooth. In addition, the speaker considers that the utterance of asking is more polite in conveying his wishes. This is in accordance with the opinion that the more direct the speech is considered the more disrespectful the speech is. On the other hand, speech is considered more polite if it is conveyed indirectly.

Speech (4) is used by students participating in the seminar to ask "How to equip students with simple legislative abilities as a provision to manage their institutions so that they can become strong and integrated legislators?" This question is a question in accordance with the conditions without relating a specific purpose. Similarly, speech (5) is used by students to ask "For research students, are they required to take an antigen test? Is it facilitated by the university and paid or not?"

c. Command Form

(2) MC: Come on, friends who will have an opinion, who will want to complain. (about bureaucracy, about entering campus), please friends.

(2) MC: For friends who want to ask please, you can also go through the cath column.

Speech forms of orders are carried out with various purposes. "Speech in the form of orders includes orders/orders, subtle orders, requests, invitations and hopes, prohibitions or negative orders, and omissions" (Alwi et al., 2003:353). Examples (5) and (6) are speech acts that are not intended by others to do something. In the speech, the event director offered/invited discussion participants with the theme "Dialectic Circle" to ask questions that were understood or complained about the bureaucracy for students during the Covid-19 pandemic.

The findings of the types of illocutionary speech acts include assertive, directive, expressive, commissive, and declarative. Illocutionary acts are speech acts that contain the intent and function or power of speech. The question that was asked regarding the illocutionary act was 'For what was the utterance done' "Austin (in Rustono 1999:37).

The following are the findings of the research on illocutionary speech acts.

a. Assertives

The findings of speech acts that bind the speaker to the truth of what he said are found in the following example sentences:

(10) MC: Check...hello.

(11) Participant: my voice is still clear, sorry, new WiFi.

(12) Haven't started the game yet?

Speech (7) "Check...hello" is an utterance that contains an intention from the MC/director that the webinar event "Strategy for Practicing Pecak Silat in a Pandemic Period" will begin immediately and for webinar participants to immediately join the event. Likewise, the speech (8) from the webinar participants, namely "My voice is still clear, sorry for the new WiFi" contains an illocutionary meaning that the participant wants to convey that his wifi is new so that his voice can be heard more clearly during the zoom meeting.

b. Directives

Directive speech acts, for example, ordering, ordering, pleading, demanding, and advising were found in this study. Here is an example of that sentence,

(9) MC: Hello friends of TKD 2021 participants for attendance, we will share the link at the end of the event and make sure when filling in NAME AND CAPITAL because it is for certificate purposes.

(10) MC: For participants who have difficulty regarding the network, participants can be conveyed via chat, thank you.

Speech (9) appeared at the “Bureaucracy and Leadership Training” event delivered by the event director to inform the training participants that the attendance list (presence) will be distributed via a zoom link as well as an order, where participants are asked to write their full name in capital letters. Similarly, speech (10) is a directive speech act. The statement "For participants who have difficulty regarding the network, participants can be conveyed via chat, thank you" is a speech to inform and instruct participants that participants who have network difficulties can submit questions or suggestions via chat on Zoom.

c. Expressives

The following is an example of a speech act that serves to show the psychological attitude of the speaker towards a situation called an expressive speech act.

(11) Participant: Sorry, committee brother, I have permission to turn off my camera signal, I don't have enough support. Thank you.

(12) MC: Hello friends, thank you for your participation and I hope friends enjoy listening to the material.

Speech (11) is an expressive speech act because the utterance is intended by the speaker to evaluate the utterance. The statement is intended as an evaluation of the signal conditions that do not support participating in the event through a zoom meeting. The statement is in the form of a complaint. Therefore, the resulting action is a speech act of complaining expression which is preceded by an apology.

Likewise, speech (12) "Hello friends, thank you for your participation and I hope you enjoy listening to the material" is an expressive speech act of saying thank you. This speech was said by the presenter for the participation of participants in participating in the webinar. In addition, there are also directive illocutionary acts of application, namely the presenter pleading or hoping to participate in the event by having fun.

d. Commisives

Commissive speech acts were also found in this study. Commissive speech acts include promising, swearing, and offering something. The following is an example of the findings of student speechlessness during meeting activities via zoom meeting. (13) Secretary to the President of BEM: Okay, friends, from the results of the discussion earlier, we will we discuss with the administrator. How friends-friend, should it be decided now or discuss first.

Speech (13) is commissive speech. The form of the speech serves to offer something, namely the Secretary of the President of the BEM offering the results of the discussion when the “Bureaucracy and Leadership Training/HMJ TS” will be discussed with other administrators. The Secretary of the President of the BEM offered to the participants whether the results of the discussion were decided now or were finalized with the BEM administrators. In addition to functioning as an offer, the utterance also functions as a promise. The reason is that the speech binds the speaker and carries consequences for carrying out the task, namely carrying out joint discussion/discussion with the BEM administrators.

e. **Declarations**

The findings of declaration speech acts in this study include the following: (14) BEM FT: Protest/clarification of the rules through online. If you are already in Siska, you don't need a hardfile. (15) BEM FH: I am here representing the Governor, clarifying or protesting with a rather high voice.

Speech (14) is a declaration speech that serves to protest/clarify a rule from the campus. Students protested against several policies, including several regulations that had been submitted online, but were still asked for a hard file even though the soft file had been sent. Meanwhile, the speech (15) of the representative of the Governor of BEM protested that the voice was a bit high during the discussion because it interfered with the comfort of the discussion. In discussions, discussion participants should respect each other, including not using a high voice so that others are not disturbed

2. Results of Interviews with Respondents

Interviews were conducted with two respondents to explore the truth of information about politeness of speech acts in organizational interactions. Respondent 1 is a student who is organized in PSM and respondent 2 is a student who is organized at UKM Table Tennis. The questions given by the researchers were related to PSM activities during discussions or dialogues with friends, how to use language or choose words. The respondent's answer was that during discussions, students usually used a more relaxed language, but disciplined use of polite language. The politeness of which is shown by the use of honorific terms, namely by calling Mas or Brother. However, at the time of the break or a little break using the Java language, so it is more flexible. The reason why students use polite language in organizing, does not look at the same age, but what is more concerned is that using polite language is the right step to establish harmony and to keep from offending each other. Even though the discussions were held, sometimes there were technical problems, for example online discussions. However, students can still maintain politeness in discussions.

In expressing their opinions, students also wait for a calm situation to express their opinions so that the ideas conveyed can be heard by the speech partners. In expressing their opinion, students can express their opinion directly or by raising their hand. However, most students turn off their cameras (online meetings), sometimes when they are asked a question or asked to provide input, they are silent, because they are left behind.

E. CONCLUSION

Politeness of speech acts in interactions between students in organizational activities at the University of Semarang has been implemented. The findings of the forms of speech acts used by Semarang University students in organizing, namely locutionary, illocutionary, and perlocutionary. The form of locutionary speech acts includes news, questions, and orders. The forms of illocutionary speech acts include assertive, directive, expressive, commissive, and declarative speech acts. The findings of the form of perlocutionary speech acts, namely giving influence.

This result is in accordance with the culture of the educated in the campus environment by using polite speech during discussions even between students. This shows that students apply the rules of speech-acting politeness in discussions. From a small number of students who do

not agree that in organizing it is not necessary to use polite language, it is possible that it is influenced by the culture of the community where the language is used.

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