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## Sociopragmatic Analysis of Multilingual Background Speech Acts of Indonesian Language and Literature Education Students FKIP Jambi University

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### ABSTRACT

**Background.** Indonesian Language and Literature Education Students, the Faculty of Teacher Training and Education (FKIP) at Jambi University annually accepts students who are very diverse in culture. However, in general, from year to year, it can be seen that the dominant students are students from Jambi, Kerinci, Javanese, Toba Batak, Minang, Bugis and Palembang Malay backgrounds.

**Purpose.** This research aims to describe the types, functions and politeness of speech acts developed by students of Indonesian Language and Literature education at the Faculty of Teacher Training and Education, Jambi University whose mother tongue is from a multilingual background.

**Method.** This research is qualitative descriptive research. Data was collected from 28 informants. Data was collected using free listening techniques in various settings on campus, as well as recordings and field notes. Data were analyzed using the flow technique from Miles and Huberman through data reduction steps, data presentation, and drawing conclusions. Data validity techniques used triangulation techniques of theory and methods.

**Results.** The research results can be seen from the types of illocutionary speech acts formed in multilingual student speech events, including speech acts; (1) commissive, (2) assertive, (3) declarative, (4) expressive, and (5) directive. Likewise, the function of expressed speech acts is a function; (1) competitive, (2) fun, (3) cooperative, and (4) conflicting. Meanwhile, the politeness that is adhered to is; (1) Maxim of wisdom, (2) maxim of generosity, (3) maxim of praise, (4) maxim of humility, (5) maxim of agreement, and (6) maxim of sympathy. In terms of interference, speakers who are often interfered with are Minang, Jambi Malay, Palembang and Kerinci speakers, namely phonological interference.

**Conclusion.** In terms of language use, those on campus are dominated by the use of Indonesian, because the average use of Indonesian is above average. However, the highest are speakers of Batak and Bugis languages.

### KEYWORDS

Multilingualism, Functions of Speech Acts, Types of Speech Acts

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### INTRODUCTION

Indonesian Language and Literature Education Students, the Faculty of Teacher Training and Education (FKIP) Jambi University annually accepts students who are very diverse in culture. However, in general, from year to year it can be seen that the students who dominate are students from Jambi, Kerinci, Javanese, Toba Batak,



Minang, Bugis and Palembang Malay backgrounds. These seven languages tend to always be the most numerous. However, this does not mean that there are no students with other language backgrounds in Indonesia who become students at Jambi University.

From the seven different language backgrounds, there needs to be an overview of how they build language communication in their daily interactions. As fellow students, of course they will be side by side in their daily lives on campus as fellow Jambi University campus residents. Of course, they each have their own language, which encourages language choices in building communication between them, the only one being Indonesian. It is very unlikely that they will use a foreign language such as English when establishing language communication between them. In this regard, there needs to be an overview of how each of them communicates in Indonesian. In this case, what is the description of their speech acts in each speech event that they construct.

Considering that the scope of speech acts in the study of pragmatics is also very broad, on this occasion we only observe the description of speech acts in terms of the form and function of each speech act constructed. In line with that, this research aims to describe; (1) types of speech forms, (2) function of speech acts, (3) tendency to interfere, (4) compliance with established politeness principles, and (5) description of the tendency to use Indonesian on campus, Indonesian Language and Literature education students at the Teacher Training Faculty and Jambi University Education Sciences with a multilingual background.

Observing such a goal, of course sociolinguistic, pragmatic, and sociopragmatic studies are needed to answer and achieve the goal. However, the most dominant is pragmatic science, because it is related to speech acts. Pragmatics is one of applied linguistics that studies how language is spoken, as well as how to speak it so that the interlocutor is comfortable and relevant to continue a speech event. Leech in Jumanto (2017:39) explains that pragmatics is the study of how speech has meaning in a speech situation. A speech that is a speech, a word delivered by a speaker or writer or a person who invites a conversation that has a meaning or purpose in a certain situation that is taking place. Richards' opinion is also quoted by Jumanto (2017:39) that pragmatics is the study of the use of language in communication, especially the relationship between the sentence and the context and situation in which the sentence is used. But the point is the same that in pragmatics, the main study is speech, which of course is speech in the form of language.

According to Wiyatasari (2015:46) speech acts are an important part that supports the occurrence of speech situations. Speech act theory was first coined by Austin (1962) and then developed by Searle (1969). Austin states that basically when someone says something, he also does something. Another definition of speech acts is stated by Yule (2006), speech acts are actions displayed through speech. Austin introduced three types of speech acts, namely locutionary, illocutionary and perlocutionary acts.

Searle (1996) in his book *Speech Acts An Essay in The Philosophy of Language* suggests that pragmatically there are at least three types of actions that can be carried out by a speaker, namely locutionary acts, illocutionary acts and acts. perlocutionary (Perlocutionary Act). Djatmika (2016:17) said that the types of speech acts in each language are influenced by norms, rules, beliefs, traditions and social values in a culture. There are many types of speech acts in every language, there are five major classifications according to the type of pragmatic force contained in them. Broadly speaking, pragmatic experts divide speech acts into five groups, namely assertive or representative, direct, commissive, expressive, and declarative or performative.

Chaer and Leonie Agustine (1995) stated that what is meant by a speech event (speechevent) is the occurrence or ongoing linguistic interaction in one or more forms of speech involving two parties, namely the speaker and the interlocutor, with one main point of speech in a certain time, place and situation. , so the interaction that takes place between a trader and a buyer in the market at a certain time using language as a means of communication is a speech event. From the explanation regarding the meaning of a speech event above, it can be seen that a conversation between a speaker and a speaker that can be called a speech event includes: (1) there are participants (speaker and speaker), (2) one main point of speech, (3) it must be within a certain time. , (4) certain places, and (5) certain situations. Thus, if there is a conversation that does not meet these five criteria, it is not a speech event.

Austin distinguished three types of speech acts, namely locution, illocution and perlocution. The activities occur simultaneously. Locution links a topic with one information in an expression (subject-predicate). Illocution is the act of saying a question, and so on. Perlocution is the result or effect caused by the expression according to the situation and conditions of the utterance of the expression. So locution is a speech act that links a topic with information in an expression (Wiryotinoyo, 2010: 155).

A speech event is the occurrence or ongoing linguistic interaction in one or more forms of speech involving two parties, namely the speaker and the interlocutor, with one main point of speech, in a certain time, place and situation (Chaer, 1995: 61) . So, the interaction that takes place between a trader and a buyer in the market at a certain time using language as a means of communication is a speech event. We also find similar incidents in discussions in lecture halls, official meetings in offices, court hearings, and so on. According to the explanation above, speech events occur at certain places, times and situations. This means that a speech event occurs in a certain speech situation. A speech situation is a situation that gives rise to speech.

In line with this opinion, an illocutionary speech act is called the act of doing something. Of course, expect the other person to do something. Specifically regarding illocutionary speech acts in speaking activities, Searle (1979) classifies them into five types of speech, each of which has its own communicative function.

First, assertiveness, namely a form of speech that binds the speaker to the truth of the proposition being expressed, for example stating, suggesting, boasting, claiming. This illocutionary act tends to be neutral. From a semantic point of view, this illocutionary is proportional. An assertive illocutionary speech act is an illocutionary act in which the speaker is bound to the truth of the proposition expressed (Salma, 2022). This type of speech act includes the speech acts of stating or telling, suggesting, boasting, complaining, demanding, and reporting. Assertive speech acts function to determine or explain something as it is. Yayuk (2016:136) assertive speech acts or also called representative speech acts, namely speech acts related to stating something. This speech act connects the speaker to the truth of what is said. This form of speech act is usually carried out by someone when stating something or expressing an opinion, claiming, speculating and reporting. Markers of assertive speech acts are modality, namely perhaps, perhaps, absolutely, and correctly.

Darmayanti (2014: 137) states that assertive actions are generally realized or implemented in the form of declarative sentences in the form of providing information. This speech act functions to tell or inform people about a fact, conclusion, assertion and description. In other

words, in an assertive type of speech act the speaker tries to ensure that the utterance or words produced are in accordance with the reality of the world.

Second, directives, speech acts that are intended to produce an effect in the form of an action carried out by the speaker. Directive speech acts are also called impositive speech acts (Islamiati et al., 2021). The indicator of this type of speech act is an action carried out by the speech partner after hearing the speech. This speech act encourages the interlocutor to want to do something. Basically, this speech act can command the interlocutor to carry out an action, both verbal and non-verbal. This type of speech act includes speech acts of ordering, requesting, commanding, advising (Salfita & Manaf, 2021).

Third, expressive (expressives), expressive speech acts are speech acts intended by the speaker so that his speech is interpreted as an evaluation of the things mentioned in the speech. This speech act is also called an evaluative speech act (Hasanah, 2017: 26). Expressive speech acts refer to speakers who show their attitudes or feelings, for example thanking or apologizing. An expressive speech act if a speaker expresses his emotional condition to a second person or the person he is speaking to, then the speech used is expressive. This condition is caused by several things that originate from the speaker. For example, the situation of the speaker who is not feeling well or Furthermore, Fraser in Nadar (in Hasanah: 2017), expressive speech acts are speech acts that are intended by the speaker so that his speech is interpreted as an evaluation of the things mentioned in the speech. This speech act is also called an evaluative speech act. Yule (in Silvia: 2017) states that expressive speech acts are a type of speech act that states what the speaker feels. This speech expresses the speaker's psychology which can be in the form of expressions of pleasure, pain, likes, dislikes or sadness based on the speaker's experience.

Fourth, commissives, commissive speech acts are speech acts that bind the speaker to carry out everything stated in his speech. This speech act functions to encourage the speaker to do something. This speech act functions to be fun and less competitive because it does not refer to the interests of the speech partner. These speech acts include the commissive speech acts of promising, swearing, stating one's ability, offering, and making a vow (Diana & Manaf, 2022). Wicaksono (2015:76) states that the commissive speech act of intention is the act of speaking to express the intention to perform an action for another person or a job. This intention is carried out in a condition of sincerity with the perpetrator of the action really being the speaker himself who carries out the action. These actions have not yet been taken, and will be taken in the future. The commissive speech act of promising is a speech act carried out by the speaker with a statement of promise to the speech partner that he will do a job requested by another person.

Fifth, declaratives (declarations), are illocutions used to ensure conformity between the content of a proposition and reality, for example validating, deciding, canceling, prohibiting, granting, appointing, classifying, punishing, forgiving and pardoning (Amal et al., 2022). The speech act of declaration can be; (1) Declarative speech act confirms, (2) Declarative speech act decides, (3) Declarative speech act forgives, and so on. Declarative speech acts refer to speakers who carry out actions that change the reality of the world, for example carrying out ritual processes or giving advice, Searle (1996). A declarative speech act is when someone makes a condition into another condition. Furthermore, when the declarative name is considered it will be confused with the existing grammatical term. Declarative which presents the grammatical construction of subject + verb, then examples of speech acts used are not only declarating, but also naming, baptizing, marrying, sending, and so on (Djarmika, 2016:18).

According to Searle in Rani (2006: 162), the category of declarative speech acts is a very specific illocutionary act. A declarative action is carried out by someone who has the special ability to do so in the institutional work plan. For example, a judge who has the task of handing down a sentence to a defendant, a high-ranking official or person who has the position of officiating an official event, a priest who marries a prospective bride and groom.

According to Yule (2006:93), a directive is a type of speech act used by a speaker to order someone else to do something. This type of speech act states what the speaker or speech partner wants to happen. These speech acts include commands, requests, orders, giving suggestions, and their form can be in the form of positive and negative sentences. When using directives the speaker tries to adapt the world to the words (via the listener). According to Djatmika (2016: 17), to make a second person do something or not do something for him, a speaker will use a directive type of speech. Verbs used to represent this speech act include ordering or ordering, ordering, giving instructions, advising, requesting, suggesting, prohibiting, inviting, informing, and so on.

The term interference was first used by Weinreich (1953) to refer to a change in the system of a language due to the contact of that language with elements of another language carried out by bilingual speakers. However, each speaker's ability in L1 and B2 varies greatly. There are speakers who master L1 and L2 equally well, but there are also those who don't; In fact, there are those whose ability to B2 is very minimal. Bilingual speakers who have equally good proficiency in L1 and L2 certainly have no difficulty using both languages whenever necessary, because the actions of the two languages are separate and work independently. Bilingual speakers who have abilities like this are called by Ervin and Osgood (1965:139) parallel language abilities. Meanwhile, those whose ability in B2 is much lower or not the same as their ability in B1 are said to have multiple language skills. Speakers who have multiple abilities usually have difficulty using their L2 because it will be influenced by their L1 abilities. So interference is divided into two groups, namely receptive interference and productive interference found in the language behavior of bilingual speakers, called treatment interference (English: performance interference). Treatment interference is common in those who are learning a second language. Because of this, this interference is also commonly called learning interference (English: developmental interference). However, in sociolinguistic studies what is often discussed is interference as proposed by Weinreich (1953) in his book *Language in Contact*. The interference referred to by Weinreich is interference that appears in changes in the system of a language, so it is also commonly called systematic interference. In Indonesian, interference with the phonological system is carried out, for example, by Indonesian speakers who come from Tapanuli. The phoneme /ð/ in frogs such as <with> and <rembes> is pronounced as [dengan] and [rɛmbɛs]. Indonesian speakers of Javanese origin always add a homorganic nasal sound at the front of words starting with the consonants /b/, /d/, /g/, and /j/, for example in the words [mBandung], [nDepok], [ngGombang], and [nyJambi].

Language politeness is a communication principle that should be applied in every conversation. Politeness allows speech participants to communicate well and the communication will run smoothly. However, in reality there are still many speech participants who do not apply the principles of politeness, as is the opinion of Amir & Tressyalina (2023:101) who state that there are still many violations of the principles of politeness in language in a communication process. This will of course have an impact on both speech participants as explained by Setyonegoro, et al (2021: 18) that without the application of politeness principles, communication will be disrupted. Based on Leech's politeness principles (1983: 132), there are 6 maxims or rules

of pragmatic form. namely: the maxim of wisdom (tacx maxim), the maxim of generosity (generosity maxim), the maxim of praise (approbation maxim), the maxim of simplicity or humility (modesty maxim), the maxim of agreement (agreement maxim), and the maxim of sympathy (sympathy maxim).

This maxim contains the principle that every participant in the speech must cause as little loss as possible to other people or make as much profit as possible for other people. This maxim of wisdom refers to the person being spoken to or the speech partner. This maxim suggests to each participant in the speech to reduce the losses of the speech partner or increase the profits of the speech partner. If the speaker does not reduce or even increase the loss of the speech partner and does not increase or reduce the profit of the speech partner, then it is said that the speaker has violated the principle of politeness, the maxim of wisdom.

The maxim of generosity contains the principle of each participant in the conversation to maximize their own losses and minimize their own benefits. The scale used by the maxim of generosity and the maxim of wisdom is the same, namely the scale of profit and loss. The difference is that the maxim of generosity refers to the person who is speaking or the speaker himself. If a speaker does not maximize his own losses and does not minimize his own benefits, then it is said that the speaker has violated the principle of politeness, the maxim of generosity.

The maxim of praise contains the principle for each speech participant to maximize respect or praise for other people and minimize blame or disrespect for other people. This maxim is in the same group as the maxim of simplicity because they both use a scale of praise and criticism. This maxim of praise refers to the person being spoken to or the speech partner. If the speech participant does not maximize praise for other people and does not minimize blame for other people, it is said that there has been a violation of the politeness principle of the maxim of praise.

The maxim of humility contains the principle of praising yourself as little as possible and criticizing yourself as much as possible. This maxim requires that each participant in the speech minimize the desire to praise themselves in front of their speech partner. So if the speaker praises himself as much as possible and criticizes himself as little as possible, then he is said to have violated the principle of politeness, the maxim of simplicity. Agreeing or agreeing with someone else's praise of oneself is also a violation of the maxim of modesty.

The maxim of agreement or agreement contains the principle of trying to ensure that each speaker and speech partner maximizes agreement and minimizes disagreement between oneself and others. This maxim refers to the two actors in the conversation, namely the speaker and the interlocutor. This means that the speaker and speech partner show as much agreement as possible about the topic being discussed. If the speaker or speech partner does not maximize agreement and minimize disagreement between themselves and others, then they are said to have violated the politeness principle of the maxim of agreement.

The maxim of sympathy requires speech participants to maximize feelings of sympathy and minimize feelings of antipathy between themselves and others. If the speaker gets good luck or happiness, the speaker is obliged to congratulate him. If the interlocutor experiences difficulties, the speaker should express sorrow or condolences as a sign of sympathy. So if the speech participant does not maximize feelings of sympathy and does not minimize feelings of antipathy between themselves and other people, they are said to have violated the politeness principle of the maxim of sympathy.

## RESEARCH METHODOLOGY

This research is a qualitative descriptive research. The research data is the speech of each informant as a data source, which was taken from Indonesian Language and Literature students at FKIP Jambi University from a variety of different language backgrounds. Each language was assigned a number of 4 people, two men and two women. They come from the Malay languages of Jambi, Minang, Kerinci, Batak, Javanese, Bugis and Palembang. Thus, there were 28 informants. Data collection techniques used free listening, recording and field notes. Data were analyzed using the flow technique of Miles and Hubermans with steps; data reduction, data presentation, and drawing conclusions. Data validity techniques used triangulation techniques of theory and methods.

## RESULT AND DISCUSSION

The research results are described based on various types of illocutionary speech acts that are formed in each student's language background. Then the second part explains the function of each speech act, and the third is compliance with the principles of language politeness.

### Data-1

Speech situation: in the FKIP Jambi University Canteen, they are having lunch

Speaker:

P1: Speaks Bugis

P2: Minang language

P3: Batak language

P4: Speaks Javanese. Spoken Language: Indonesian

Speech Events:

P1: Waduh, nasi gorengnya terasa pedas sekali ya

P2: Iyo, betul memang, sangat pedas malah buat saya.

P3: Saya juga kepedasan nih.

P4 Kalau saya sih, biasa saja cukup pedas tapi.

Type of Speech Act: Assertive

Function of speech acts: Collaborative function

Speakers who interfere: (P2) Minang speakers

Principles of politeness: Maxim of agreement

### Data-2

Speech Situation: Sit relaxed on a bench in the FKIP Jambi University campus yard

Speaker:

P1: Speak Kerinci

P2: Minang language

P3: Speaks Palembang

Spoken Language: Indonesian

Speech Events:

P1: Please help, what exactly is our task?

P2: Mr Andi actually read the assignment too quickly, in the end I don't know, what is our assignment to give you advice?

P3: Is it a group or individual assignment? Tell me it's not clear.

Type of Speech Act: Directive

Function of speech acts: Competitive function

Speakers who interfere: (P2) Minang speakers

Principles of politeness: Maxim of generosity

### **Data-3**

Speech Situation: When the lecture takes place in class E5

Speaker:

P1: Speak Kerinci

P2: Minang language

P3: Speaks Palembang

P4: Jambi Malay

Spoken Language: Indonesian

Speech Events:

P1: Bagaimana kalau kita bagi tugas saja dalam menyelesaikan tugas kelompok kita

P2: Saya setuju saja, bagaimano kalau topiknya kita bagi empat saja, setiap orang dapat dua topik.

P3: Untuk topik maksim sopan santun, biarlah sayo yang mengerjakan, sayp ada bahan kok.

P4: Hei teman-teman, sebenarnya tugas kita itu tidak sulit, sayo punyo bahan- bahan dari kakak tingkat kita, bagaimana kalau kita besok kumpul lagi, bahannnyaakan saya bawa.

Type of Speech Act: Commissive

Function of speech acts: Competitive function

Speakers who interfere: (P2) Minang speakers, (P3) Palembang, and (P4) Jambi Malay.

Principles of politeness: Maxim of wisdom

### **Data-4**

Speech Situation: In class, when reading out the Midterm Exam scores for Room E6

Speaker:

P1: Speaks Batak language

P2: Speaks Bugis

P3: Speaks Palembang



P4: Jambi Malay

Speech Language: Indonesian

Speech Events:

P1: Waduh, sial betul, saya dapat nilai 70. P2 : Terimakasih Tuhan, saya nilai 85.

P3: Oalah, ko kamu dapat nilai 82, sayo nilai 75, padahal kan kito samo-samo mengerjakan, sialan.

P4: Mantap, dapat 88 saya,. Cihuiiiii!

Type of Speech Act: Expressive

Function of speech acts: Collaborative function

Speakers who interfere: (P3) Palembang language

Principles of politeness: Maxim of humility

### **Data-5**

Speech Situation: In the FKIP campus yard after class is over

Speaker:

P1: Speaks Javanese

P2: Speaks Batak language

P3: Speaks Palembang

P4: Speaks Jambi Malay

P5: Speak Kerinci

Spoken Language: Indonesian

Speech Events:

P1 : Melihat situasi yang sudah semakin kondusif, kita memang tidak perlu lagi kuliah daring.

P2: Kan sudah aman, ngapain kita kuliah daring lagi.

P3: Saat ini sudah bolehlah tatap muko, kita tidak usah takut. P4 : Fakultas lain jugo sepertinya sudah kuliah tatap muka.

P5: Kan sudah diberitahu dosen, kita saat ini sebaiknya kuliah tatap muka saja, keadaan sudah membaik.

Type of Speech Act: Declarative

Function of speech acts: Collaborative function

Speakers who interfere: (P3) Palembang Language and (P4) Jambi Malay

Principles of politeness: Maxim of agreement

### **Data-6**

Speech Situation: In the L 208 classroom after finishing lecture, there was a situation where a student lost his cellphone

Speaker:

P1: Speaks Javanese

P2: Speaks Batak language

P3: Speaks Palembang

P4: Speak Jambi Malay

Speech: Indonesian

Speech Events:

P1: Barang siapa diantara kita teman-teman yang menemukan HP sahabat kita, tapi tidak mau mengembalikan, berarti dia pencuri, pasti kena laknan Allah.

P2: Jika nanti ada yang bersedia menjadi saksi, maka orang yang menemukan Hp tersebut tetapi tidak mau mengembalikan, kita akan laporkan ke polisi

P3: Kemarin yang belakangan keluar dari ruangan, adalah kelompok limo. Saya yakin, berarti salah satu diantara anggota kelompok limalah yang menemukan HP itu.

P4: Kau pun, mengapo baru sekarang memberi tahu, padahal sudah duo hari HP itu hilang.

Type of Speech Act: Commissive

Function of speech acts: Contradictory function

Speakers who interfere: (P3) Palembang Language and (P4) Jambi Malay.

Principles of politeness: Sympathetic maxim

### **Data 7**

Speech Situation: In the L 208 classroom

Speaker:

P1: Speaks Javanese

P2: Speaks Batak language

P3: Speaks Palembang

P4: Speaks Jambi Malay

P5: Speak Kerinci

Spoken Language: Indonesian

Speech Events:

P1: Tolong didengarkan, saya ada pesan dari dosen pak Andi, bahwa kita disuruh menaci artikel ilmiah topik tentang tindak tutur.

P2: Bisa tenang sedikit teman-teman, saya harap dalam pembagian kelompok memperhatikan tempat tinggal mahasiswa agar mudah mobilisasi.

P3: Makanya, waktu itu sudah saya katakan, dengarkan baik-baik, kalian tidak mau dengar ribut terus.

P4: Saya mohon dengan hormat, tolong suaranya dikedilkan teman-teman.

P5: Sayo sangat mengharapkan pengertian dari teman-teman, kalau berdiskusi kiranyo jangan sampai suaronyo seperti gaduh, mengganggu ke kelas sebelah.

Type of Speech Act: Directive

Function of speech acts: Competitive function

Speakers who interfere: (P3) Palembang, (P4) Jambi Malay, and (P5) Kerincii.

Principles of politeness: Maxim of wisdom

### **Data-8**

Speech Situation: In the FKIP parking lot, one of his friends has passed his thesis exam

Speaker:

P1: Minang language

P2: Speaks Batak language

P3: Speaks Palembang

P4: Speaks Jambi Malay

Spoken Language: Indonesian

Speech Events:

P1: Karena kau sudah lulus ujian skripsi, bagaimano kalau sekarang kita makan- makanlah di kantin

P2: Terima kasih atas support teman-teman ya.

P3: Selamat yo, kau sudah sarjana sekaraang.

P4: Iyo, sudah, kito rayakan keberhasilan teman kito ini dengan makan di rumah makan cahaya minang saja, janganlah di kantin.

Type of Speech Act: Expressive

Function of speech acts: Fun function

Speakers who make interference: Speakers (P3) of Palembang Language, and (P4) Jambi Malay.

Principles of politeness: Maxim of praise

### **Data 9**

Speech Situation: In the E5 classroom after the lecture is finished

Speaker:

P1: Minang language

P2: Speaks Batak language

P3: Speaks Javanese

Spoken Language: Indonesian

Speech Events:

P1: Hai teman-teman, seperti penjelasan dosen kito tadi, terkait tugas lapangan, maka saya nyatakan hari ini harus kita membagi kelompok kerja

P2: Saya umumkan hari ini, bahwa mulai minggu depan kita sudah turun ke lapangan terkait pengerjaan tugas pragmatik.

P3: Halo sahabat semua, sayo beritahukan bahwa kami sudah membentuk kelompok kerjo.

Type of Speech Act: Commissive

Function of speech acts: Collaborative function

Speakers who interfere: (P1) Minang language, and (P3) Javanese

Principles of politeness: Maxim of wisdom

When viewed from the frequency of language use, between the Indonesian language (BI), the language of the respective District (BD) and the use of languages alternately, or a mixture (BI-BD) is described in the following table.

Table 1. Frequency of Language Use by Multilingual Background Students on Campus

No	Student Language	Frequency of Language Use		
		BI	BD	BI-BD
1	Javanese language	68	12	20
2	Palembang language	53	28	19
3	Bugis language	84	5	11
4	Batak language	86	2	12
5	Minang language	61	15	24
6	Kerinci language	58	17	30
7	Malay Jambi language	56	11	33

In the speech event data-1, speech acts P1, P2, P3, and P4 show assertive speech that implies information. In this case, their story informed them that the fried rice they ate was spicy. The function of their speech is classified as a cooperative function, because they only speak to say the same thing, namely about spicy fried rice. The function of cooperation in speech is that the illocutionary goal does not ignore social goals. In this case, the form of speech contains forms such as stating, announcing, or reporting.

Observing the utterances of P1 to P4, all of them contain forms of assertive speech. Speech forms P1 to P4 reflect speech forms that contain elements of agreement. In other words, their form of speech is an assertive form of speech. They all agreed that the fried rice they ate was really spicy. Speech P1 : .....pedas sekali ya!. Speech P2 : .....sangat pedas malah buat saya!. Speech P3 : ..... /kepedasan nih!. Speech P4 : .....cukup pedas tapi?. Speakers who Interfere: (P2) Minang language speakers. These four forms of speech contain agreement.

In the speech event data-2, it can be seen that the speech from P1, P2. and P3 shows that each speaker wants to do what he wants. In this case, it explains again the form of course assignments instructed by the lecturer. Therefore, their speech acts are classified as directive

speech acts. The function of their speech acts is the function of competitive speech acts. Because they want to do what they want through someone's speech, asking for help, pleading, or expecting help. The competitive function means that the illocutionary goal competes with the social goal. In this case, the speech acts spoken contain things like commanding, requesting, demanding or pleading. Thus, the principle of politeness that is adhered to is the maxim of generosity.

Paying attention to data-2, the speech forms P1, P2, and P3 all show directive speech forms. In other words, utterances P1, P2, and P3 all comply with the principle of politeness, the maxim of generosity. Each speaker minimizes benefits for himself and maximizes losses for himself. Speech P1: Tolong bantu dong.....!. Speech P 2: .....apa tugas kita kasi taulah?. Speech P3: .....beritahu saya kurang jelas!. Speakers who interfere: (P2) Minang speakers. These three forms of speech reflect the generosity of the speakers.

Paying attention to the speech events in data-3, it can be seen that the speech is from P1, P2, P3. and P4 shows that each speaker offers or promises their own wishes. In this case it is related to the issue of doing course assignments. Thus, it is clear that their speech act is classified as a type of commissive speech act which contains an offer. Their speech act function is included in the type of competitive function. It is clear that their speech contains things like asking or pleading. Competitive function means that the illocutionary goal competes with the social goal. Speakers who interfere: (P2) Minang speakers, (P3) Palembang, and (P4) Jambi Malay. The various speech acts used include commanding, requesting, demanding or pleading.

Paying attention to the speech of P1, P2, P3, and P4, it can be seen that their speech contains a form of commissive speech. Every speaker contains an element of offer. Thus, their speech includes compliance with the rules of wisdom. Speech P1 : Bagaimana kalau kita bagi tugas saja..... !. Speech P2 : .....bagaimana kalau topiknya kita bagi empat saja.....!. Speech P3 : .....biarlah saya yang mengerjakan.....!. Speech P4 : .....bagaimana kalau besok kita kumpul lagi..... !. The forms of their speech all contain wisdom.

Paying attention to the speech event data-4 can be seen from the speech of P1, P2, P3. and P4 shows that each speaker shows various psychological expressions. There are those who show happy and happy expressions, and there are also those who show disappointed expressions. The speech of P 1 and P3 shows the expression of disappointment, while the speech of P2 and P4 shows the expression of happiness because the grades are good. Thus, the form of their speech acts is a type of expressive speech act. That each speaker explained what they experienced psychologically, such as feelings of disappointment, regret and discomfort.

Paying attention to the forms of their speech, speakers tend to express feelings of disappointment, annoyance and discomfort. These forms of speech acts are forms of speech acts that have a cooperative function, because they both express feelings of disappointment. The function of cooperation in speech is that the illocutionary goal does not ignore social goals. In this case, the form of speech contains forms such as stating, announcing, or reporting.

However, in fact the speakers P2 and P4 do not just tell or announce, but their speech also contains a pleasant meaning. P2 and P4 because they got very good grades, they felt happy and happy. Therefore, for P2 and P4 speakers, their speech contains a pleasant function. The fun function is the function of a speech act whose illocutionary goal is in line with the social goal. In this case, it is like a speech act whose aim is to offer, greet, convey thanks, congratulate.

Paying attention to P1 to P4's speech, it seems that their speech expresses feelings or expressions. Expressive forms of speech essentially comply with the maxim of humility. Speech P1 : .....saya dapat nilai 70. Speech P2 : .....saya dapat nilai 85!. Speech P3 : .....kok kamu dapat nilai 82, saya dapat nilai 75.....!. Speech P4 : .....dapat 88 saya!. Speakers who interfere: (P3) Palembang Language Then, all forms of speech from P1 to P4 contain the maxim of humility.

Paying attention to the speech events in data-5, the speech of P1, P2, P3, P4, and P5, it can be seen that what they said illustrates the suitability of their speech to the actual situation. Before the speech incident occurred, there was a discussion in class between the students and the lecturer, regarding whether the lecture model was face-to-face or online. This is related to the Covid 19 pandemic, which forced lectures to be conducted online. Therefore, their form of speech is classified as a declarative form of speech.

Paying attention to the forms of speech from P1 to P5, these forms of speech contain a cooperative function. From speech forms P1 to P5, they all express the situation of Covid-19, which has begun to subside. So that lectures that were previously only online can now become face-to-face lectures. Thus, their speech contains a cooperative function. The function of cooperation in speech is that the illocutionary goal does not ignore social goals. In this case, the form of speech contains forms such as stating, announcing, or reporting. Paying attention to P1 to P5's utterances, it can be seen that all their utterances contain an agreed statement that the lecture will be held face-to-face. Speech P1 : .....kita memang tidak perlu lagi kuliah daring !. Speech P2 : .....ngapain kita kuliah daring lagi!. Speech P3 :.....bolehlah tatap muka, kita tidak usah takut!. Speech P4 : .....sepertinya sudah kuliah tatap muka !. Speech P5 : .....sebaiknya kuliah tatap muka saja!. Speakers who interfere: (P3) Palembang Language and (P4) Jambi Malay. Then, all their statements contain the maxim of agreement.

Paying attention to data-6, it can be seen that the utterances from P1 to P4 all contain utterances that contain what the speaker expects. Thus, their forms of speech include directive speech. However, paying attention to the speech forms P1, P2, and P3, they also contain offering speech. Therefore, their speech is also classified as commissive speech. Commissive speech acts are speech acts that contain the aim of offering or promising something from the speaker to the speaker.

With regard to speech functions, speech functions from P1 to P4 contain functions that contain accusations and threats. Therefore, their speech function is included in the contradictory function. The speech of P1, P2, P3, and P4 shows a tone of scolding, threatening, and accusing. Thus, it appears that there is a conflicting function.

Paying attention to P1 to P4's speech, their speech shows a feeling of sympathy. Therefore, this form of speech obeys the maxim of sympathy politeness. Speech P1: Who among us friends finds our friend's cellphone...!. Speech from P2: ..... if we find the cellphone but don't want to return it, we will report it to the police. P3's statement: ..... I'm sure, that means one of the members of group five was the one who found the cellphone! P4's speech: ..... why are you only now telling me, even though the cellphone has been lost for two days!... Speakers who interfere: (P3) Palembang Language and (P4) Jambi Malay. Their form contains sympathy. Therefore, their speech obeys the sympathetic maxim.

Observing the speech events in data-7, the speeches of P1, up to P5 contain the aim of making what is said to be done by the person said. Such speech is a directive type of speech.

Paying attention to all the statements above shows that there is a request or request. Speech P1: Please listen.....!. Speech P2: Can you calm down a bit, friends...!. P3's speech: .....listen carefully.....!. Speech P4: I beg you with respect.....!. Tutran P5: I really hope for understanding from friends...!. Thus, these forms of speech are speech acts that contain a competitive function. Competitive function means that the illocutionary goal competes with the social goal.

Speakers who interfere: (P3) Palembang, (P4) Jambi Malay, and (P5) Kerincii. The speech acts they utter contain things like ordering, requesting, demanding or pleading. Observing such speech, the maxim that is obeyed is the maxim of wisdom.

In the speech event data-8, it can be seen that the speech forms of Speakers P1 to P4 contain an expression of joy because one of them has passed the thesis exam. The expression of joy can be seen from the form of their speech. P1's speech: .....how about we eat in the canteen!. P2's speech: Thank you for the support.....!. Speech P3: Congratulations huh.....?. P4's speech: Yes, we have celebrated our friend's success.....!.

Speakers who make interference: Speakers (P3) of Palembang Language, and (P4) of Jambi Malay. The forms of speech that are formed clearly show expressions of joy. Thus, the form of their speech acts is a type of expressive speech act.

Observing the form of speech above, both P1, P2, P3, and P4, show speech acts of invitation and congratulations and thanks. In this way, all these utterances carry out a pleasant function. The fun function is the function of a speech act whose illocutionary goal is in line with the social goal. In this case, it is like a speech act whose aim is to offer, greet, convey thanks, congratulate. The forms of speech above are forms of speech that comply with the maxim of praise.

Paying attention to data-9, it can be seen that the utterances of P1, P2, and P3 contain elements of an offer. P1's utterance: ..... then I say today, we must share.....!. P2's speech: .....starting next week we will go down.....!. P3's utterance: .....I'm telling you that we.....:!. Thus, it is clear that their speech act is classified as a type of commissive speech act which contains an offer. Paying attention to the form of speech above, both speech P1, P2 and P3, shows a statement of affirmation. Thus, it can be seen that the speech fulfills a cooperative function. The function of cooperation in speech is that the illocutionary goal does not ignore social goals. In this case, the form of speech contains forms such as stating, announcing, or reporting. In terms of interference, the speakers who make the interference are: (P1) Minang language, and (P3) Javanese. The forms of speech expressed contain the principles of politeness, maxims of wisdom.

The multilingual background of students in uncovering the types and functions of speech acts consists of language speakers; (1) Bugis, (2) Batak, (3) Malay Jambi, (4) Javanese, (5) Palembang, (6) Kerinci, and (7) Minang. The speech patterns developed by speakers of different mother tongues show that the cultural background of each ethnic group is very influential. Their different cultural backgrounds lead to different language styles as a consequence. The language culture of Bugis, Batak and Palembang speakers feels more firm, fulsome and shows a slightly harsh tone. Meanwhile, those with Minang, Kerinci, Javanese and Jambi Malay cultural backgrounds 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, the situation where they are faced with the reality of multilingualism encourages them to use Indonesian, and in turn they

become a reflection of Indonesian language speech act patterns as well as a sociolinguistic profile of Indonesia.

Paying attention to the frequency of language use by students of the Indonesian Language and Literature Education Study Program, FKIP, Jambi University, it can be seen that speakers of Batak and Bugis languages are very high, reaching 86 and 84. Meanwhile for other students, it is around 53 to 68, namely in the medium category. Thus, students with multilingual backgrounds show that their communication on campus is always dominated by the use of Indonesian.

## CONCLUSION

The types of speech acts formed in multilingual speech events of Indonesian Language and Literature Education students at the Faculty of Teacher Training and Education, Jambi University, include speech acts; (1) commissive, (2) assertive, (3) declarative, (4) expressive, and (5) directive. Likewise, the function of expressed speech acts is a function; (1) competitive, (2) fun, (3) cooperative, and (4) conflicting. In terms of interference, speakers who often make interference are speakers of Minang, Palembang, Malay Jambi and Kerinci, namely phonological interference. Politeness principles that are adhered to include; (1) maxim of wisdom, (2) maxim of praise, (3) maxim of generosity, (4) maxim of humility, (5) maxim of agreement, and (6) maxim of sympathy. In terms of language use, those on campus are dominated by the use of Indonesian, because the average use of Indonesian is above average. However, the highest are Batak and Bugis speakers.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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