Speech Acts in the @Enterpreneursukses Instagram Account and Its Functions to Develop the Students' Entrepreneurial Characteristics (Pragmatic Study)

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ABSTRACT
The research aims to describe various forms of speech acts used in the @entrepreneursukses Instagram account and their functions to build the students' entrepreneurial characteristics. It employed a descriptive qualitative method of which the data were the speech acts in the posts of the @entrepreneursukses Instagram account. The data were gathered through observation and note-taking (simak catat) and analyzed using the pragmatic analysis technique. The research found several findings. The posts observed contain five forms of speech acts. They function to provide and share information about the strategies in developing entrepreneurial characteristics. For example, they encourage and motivate the students to fulfill their dream. Besides, students were directed to do more regular and systematic activities, leading them to realize their goals. The posts by the @entrepreneursukses Instagram account have inspired and told the students to find ideas and business opportunities.

Keywords: Speech acts, Instagram, functions, character building, entrepreneurship

1. INTRODUCTION

Language cannot be separated from daily human activities since humans are social beings. The essence of language is communication [1]. An individual uses a language to interact with others anytime within society. While communicating ideas, humans always deliver information, such as thoughts, ideas, purposes, feelings, or emotions [2]. Further, speech in a language plays a significant role in providing information to the addressee. It can be in written text, such as those found in social media. Meanwhile, a speech act is defined as an utterance in an interaction. It is part of a speech event and a speech situation. Speech act occurs because the speaker intends the utterance delivered to the addressee. The speech in an utterance determines the intention conveyed in the sentence uttered by the speaker [3]. The speech usually has psychological effects on the listeners. The influence can be intentional or spontaneous. Speech acts can influence the addressee to perform the speech uttered by the speakers.

Social media has developed rapidly along with the era. Kotler and Keller proposed that the emergence of a platform, such as social media, is a blessing that can accommodate the consumers to share information with other people. A social media supports the consumers to share information through pictures, audio, and videos. They have taken the role of information sources that provides all things necessary for human. Another role of social media is to deliver information about hobbies, knowledge, and others.

Social media facilitates social interaction through the communication that occurs among the users. It allows them to create interactive dialogues. Another benefit gained from the development of social media is the influence on the users' characters. For example, it helps them to develop their entrepreneurship through Instagram. The research entitled "*Hubungan Media Sosial dalam Pembentukan Karakter Anak*" revealed the advantages of social media, depending on the application and contents. The research also found that it influenced children's character development. In an Instagram post, the speech uttered by the speaker is influential [4]. However, the effects can be intentional or spontaneous. For example, the posts of an Instagram account named @entrepreneursukses have influenced

the users, especially students. The posts produce a psychological effect.

The utilization of Instagram in character building is highly influential for the users, especially students. Besides, social media exposes positive and negative effects, depending on how people use it. A person's curiosity is actualized along with his willingness to learn a social event's lesson [5]. The posts of @entrepreneursukses, for example, contained speeches that change the mindset, influence the psychological aspect, and shape the entrepreneurial characteristics of the users. They provide tips, inspire, and motivate Instagram users to reach their success through entrepreneurship. Previous study entitled "*Penggunaan Media Sosial dalam Pembentukan Karakter Identitas Remaja*" aimed to know how adolescents develop their self-identity through the use of Instagram application. The findings show that adolescents use and benefit from the Instagram application to know their identity. Through Instagram, they can define themselves and reveal themselves. The speech produced in the application has influenced thought, experience, and society [6]. Similarly, the present study discusses character development through social media. Nevertheless, the difference between both lies in the object. The previous one analyzed the role of social media in shaping adolescents' self-identity. Meanwhile, the present study analyzed the functions of speech acts produced in social media, especially the @entrepreneursukses Instagram account, to shape the users' entrepreneurial characteristics.

In short, social media, particularly Instagram, has become crucial in developing a person's entrepreneurial characteristics. The speech acts of the posts have encouraged and motivated the students to be successful entrepreneurs. Therefore, it is interesting to study and discuss the issue in this article entitled "Speech Acts in the Instagram Account @entrepreneursukses and their functions in developing the students' entrepreneurial characteristics."

2. METHOD

The data were qualitative, which were the speeches produced in the Instagram account of @entrepreneursukses. The sources were the posts of the aforementioned Instagram account, namely the speeches containing motivation to change the readers' mindset and the speeches that provide tips to be an entrepreneur.

Meanwhile, the data were gathered through *simak* (observation) and *catat* (note-taking). Observation of the present study was conducted by observing the use of speech acts in the posts of @entrepreneursukses. While observing, the researcher observed a language and did

not participate in producing the speech [6]. Note-taking was conducted to document the utterance of the speech acts conveyed by the sentences used in the posts of @entrepreneursukses. The sentences were then analyzed to see the functions in shaping the students' characters.

3. RESULTS AND DISCUSSION

3.1 The Forms of Speech Acts in the Posts of @entrepreneursukses Instagram Account

A speech act is a human's act to deliver his ideas to another human through a speech. According to Searle, speech acts are categorized based on the functions: assertive, expressive, directive, declarative, and commissive [7].

3.1.1 Assertive

An assertive speech act is used to inform, state, and explain the truth to the addressee

> (1) "*Orang biasa hobinya menonton TV, melakukan pesta, bermain game dan belanja, sedangkan hobi yang dilakukan oleh orang kaya di antaranya berolah raga, mencari ilmu, investasi, dan melakukan bisnis [Common people's habits are watching TV, going to a party, playing games, and shopping. Meanwhile, the hobby of the riches are exercising, studying, making an investment, and doing some businesses]*".

Data (1) contains assertive that **inform** the readers. It is conveyed through the sentence, "*orang biasa hobinya menonton TV, melakukan pesta, bermain game dan belanja [common people like watching TV, going to a party, playing games, and shopping*" and "*hobi yang dilakukan oleh orang kaya di antaranya berolah raga, mencari ilmu, investasi,* dan *melakukan bisnis the riches like exercising, studying, making an investment, and doing some business*". In the speech, the speaker informs the readers about the difference between the hobbies owned by ordinary people and rich people.

> (2) "*Cara untuk mulai adalah dengan berhenti bicara dan mulai bertindak [*One way to begin is to stop talking and start doing*]*"

Similarly, data (2) presents an assertive speech act of **informing**. It is evident in the sentence "*Cara untuk mulai adalah…[*One way to begin is …*]*". In the speech, the speaker informs the readers that they need to stop talking and start taking action when they want to begin something.

> (3) "*Kesehatan tidak selalu datang dari obat-obatan. Sebagian besar datang dari ketenangan*

*pikiran, hati, dan jiwa. Yang semua itu berasal dari sikap yang selalu bersyukur [*Health is not always from medicines. Most of them come from peace of mind, heart, and soul. All of them rooted in the grateful attitude*]".*

Data (3) conveys assertive speech act of **informing**, shown by the sentence *"Kesehatan tidak selalu datang dari obat-obatan [*Health is not always from medicine*]."* The speaker informs the readers that health can come from the gratitude of the mind, heart, and soul of the things owned.

(4) *"Hidup ini memang tidak pasti, tetapi kalau Anda tidak pernah menyerah, sukses suatu saat pasti akan jadi milik Anda [*Life is uncertain. As long as you don't give up, success is certainly yours*]".*

Data (4) conveys assertive speech act of **statement**. The speech stated, "*Hidup itu memang tidak pasti [*Life is indeed uncertain*]."* It states that people can be successful when they never give up.

(5*) "Aku memang berjalan pelan, namun sedikit pun aku tidak pernah mundur [*I walk slowly, but I will never surrender*]".*

Data (5) contains a **statement**, one assertive speech acts. It is shown by the sentence *"Aku memang berjalan pelan [*I walk slowly*]".* It indicates the speakers' statement about what he will do in his life.

Expressive

An expressive speech act is used to assess and evaluate. For example, it expresses feelings and attitudes, such as apology, thankfulness, congratulations, appreciation, condolence, criticism, and satire.

(6) *"Jangan pernah pandang rendah seseorang karena kita hanya tau dia dari fisiknya bukan dari kekuatannya [*Do not underestimate a person because we can only see his appearance, not his power*]".*

Data (6) conveys expressive speech act of **criticizing**. It is shown by the sentence *"Jangan pernah pandang rendah seseorang karena kita hanya tau dia dari fisiknya [*Do not underestimate a person because we only know his appearance, not his power*]."* The speaker criticizes a person who always underestimates another because of his appearance.

3.1.2 Directive

A speaker uses a directive speech act to request or advise the readers to do something.

(7) *"Berbuat sopanlah pada siapa saja, bahkan kepada mereka yang bertindak kasar sekalipun, bukan karena mereka pantas diperlakukan baik, namun karena anda adalah orang baik [*Be polite

to anyone, even to those who are rude to you. It is not because they deserve, but because you are good person*]".*

Data (7) contains a directive speech act, shown by the phrase *"Berbuat sopanlah [*Be polite*]."* The speaker instructs the addressee to be polite to other people if he wants to be a good person.

(8) *"Jangan takut untuk memilih jalan yang berbeda dari yang lain [*Do not be afraid to take a path that is different from others*]".*

Data (8) contains advice. The phrase *"Jangan takut [Do not be afraid]"* conveys advice. The speaker advises the readers not to feel afraid to take a different path because it may succeed.

(9) *"Tips untuk entrepreneur pemula: cari tahu minat kamu, siap membuat pengorbanan, buatlah rencana, cari mentor, perluas wawasan, ketahui pasar, atur keuangan [*The tips for beginner entrepreneur: find your interest, be ready to make sacrifices, make a plan, get a mentor, deepen your insight, know the market, manage your finance*]".*

Data (9) contains **directive** speech act, proven by the phrase *"cari tahu* [find],*" "buatlah* [make],*" "cari mentor* [get a mentor],*" "perluas wawasan* [deepen the insight],*" "ketahui pasar* [know the market],*"* and *"atur keuangan* [manage the finance].*"* The speaker suggests that the readers who want to begin a career as an entrepreneur identify his interests are ready to sacrifice, make a plan, find a mentor, deepen their knowledge, know the market, and manage the finance.

(10) *"Berpikirlah, analisa, rencanakan, coba lakukan, lakukan lagi, teruslah berusaha sembari mengevaluasi, sukses [*Think, analyze, plan, do, try again, keep trying while evaluating, succeed*]".*

Data (10) conveys **directive** speech act, indicated by the words *"berpikirlah* [think],*" "rencanakan* [plan],*" "coba lakukan* [do],*" "lakukan lagi* [try again],*" "terus berusaha* [keep trying],*"* and *"sembari mengevaluasi* [while evaluating]*".* In the speech, the speaker asks the readers to keep trying and not give up by thinking, analyzing the experience, making plans, implementing what has been learned, and trying while evaluating. A beginner entrepreneur needs to do those until he reaches success.

(11) *"Ubahlah dirimu dalam 1 tahun [*Change yourself within 1 year*]:*

*- singkirkan orang-orang negative [*remove negative people*]*

*- komitmen pada tujuanmu [*commit to your goals*]*

*- belajarlah dari kesalahan [*learn from mistakes*]*

*- kembangkan skillmu [*improve your skills*]*

*- jadilah rendah hati [*be humble*]".*

Data (11) contains **request**, indicated by the phrases *ubahlah dirimu [*change yourself*], singkirkan [*remove*], belajarlah [*learn*], kembangkan skillmu [*improve your skills*],* and *jadilah rendah hati [*be humble*].*

The speaker requests the readers who want to be successful entrepreneurs to change themselves within one year by removing negative people, committing to his goals, learning from the mistakes, improving their skills, and keeping the humility.

(12) *"Tidak peduli seberapa baik buruknya hidupmu. Ketika bangun pagi bersyukurlah kamu masih punya satu hari lagi [*It doesn't matter if your life is good or bad. When you wake up every morning, be thankful because you still have another day to live*]".*

Data (12) conveys **directive** speech act, evident in the imperative *"bersyukurlah* [be thankful]." The speech directs the readers to be thankful because he is given a chance to live another day. He can use it to continue his plan and fulfill his big dreams.

(13) *"Jangan beritahu rencanamu, tunjukkan saja hasilnya [*Don't tell others your plan, show them the results*]".*

Data (14) contains **directive** speech acts. It is indicated by the words *"Jangan beritahu* [don't tell] and *"tunjukkan* [show]." The speaker instructs the readers not to tell other people his plans. Instead, it is better to show others the results of the plans.

(14) *"Jangan bekerja terlalu keras pada pekerjaan yang bisa menggantikan posisimu dalam seminggu, ketika kamu mati [*Don't work too hard for a job that can replace your position in a week after you die*]".*

Data (14) contains **advice**, indicated by the sentence *"Jangan bekerja terlalu keras pada pekerjaan* [Don't work too hard on the job]." The speaker advises the readers not to work too hard because the company can find another person to replace him within a week.

(15) *"Ingat, uangmu jangan dihambur-hamburkan hari ini. Mana tau besok kamu kehilangan pekerjaan, lebih baik siapkan diri untuk situasi sesulit apa pun [*Remember, don't waste your money today. Who knows tomorrow you will lose your job; it's better for you to prepare for the worse condition*]"*

Data (15) contains advice, shown by the words *"ingat* [remember]" *"lebih baik* [it's better]." The speaker advises the readers not to waste their money. Instead, he has to prepare himself to face a difficult situation.

3.1.3 Declarative

A declarative speech act is used by a speaker to create a new condition. It refers to a condition after deciding something, canceling something, prohibiting, and permitting.

(16) *"Jangan membuat sedih orang tuamu, saat kamu membuat orang tuamu bersedih maka langsung rusak rejeki dunia akhiratmu [*Don't make your parents sad. When you make your parents sad, ruin will be your life and the hereafter*]".*

Data (16) conveys declaration, shown by the sentence *"saat kamu membuat orang tuamu bersedih langsung rusak rejeki dunia akhiratmu [*when you make your parents sad, ruin will be your life and hereafter*]".*

In data (16), the speaker prohibits the readers from making their parents sad. When they hurt their parents, they are ruining their life.

3.1.4 Commissive

A commissive speech act is used by a speaker to bind the speaker to actualize the ideas of the speech. It contains promises and offers. Sometimes it can be a vow.

(17) *"Aturan 5 Detik "setiap kali, kamu merasa malas untuk melakukan aktivitas. Cobalah menghitung mundur dari 5 ke 1 dan berkata, "AYO MULAI!" pada diri sendiri. Dengan melakukan ini, kamu akan meluncur seperti roket yang siap bekerja [*5-seconds rule: each time you feel lazy to do anything, try to count down from 5 to 1 and say 'LET'S BEGIN' to yourself. By doing so, you will glide like a rocket ready for a launch*]".*

Data (17) shows commissive speech act of **promising**. The speaker binds the readers when they apply the 5-minutes rules mentioned in the quotation. The readers can remove their laziness by applying the rules. The utterance is indicated by the sentence *"Dengan melakukan ini, kamu akan meluncur seperti roket [*By doing so, you will launch like a rocket*]".*

Table 1. Forms of Speech Acts, Functions, and the Development

No	Forms and Functions of Speech Act	Development
1	Assertive Informing	- Change the hobby - Stop talking and start doing - Health is not always from medicines
2	Assertive Stating	- Life is uncertain - Keep walking slowly
3	Expressive	- Don't underestimate a person because of

	Criticizing	his appearance
4	Directive Instructing	- Be polite - Get a mentor - Deepen your insight - Know the market - Manage the finance - Trying while evaluating - Change the self - Remove negative people - Learn from mistakes - Improve the skills - Be humble - Be thankful - Show the results
5	Directive Advising	- Don't be afraid - Don't work too hard - Don't waste the money - Be prepared for a difficult situation
6	Declarative Prohibition	- Don't make the parents sad because it will ruin the blessings
7	Commissive Promising	- If you apply the slogan, you will launch like a rocket

3.2 The Functions of Speech Acts in Developing the Students' Entrepreneurial Characteristics

Instagram and its utterances have significant roles in shaping the students' entrepreneurial characteristics. It can be conducted by advising, instructing, prohibiting, satirizing, criticizing, binding, providing tips, and motivating the students to be successful entrepreneurs.

Several roles and functions of speech act in building the students' entrepreneurial characteristics, according to Fahmi [2014:

a) Speech can motivate and encourage a person.

b) Speech can direct a person to work more regularly, focusing on reaching his goals.

c) Speech can inform, help find ideas, and inspire a person to develop business opportunities.

d) Speech is practiced by many people [8]

The table below is the analysis of the speech act produced in the @entrepreneursukses Instagram account that serves to build the students' entrepreneurial characteristics according to the theory proposed by Fahmi [2014].

Table 2. Analysis of the speech act functions in developing the students' entrepreneurial characteristics

Forms of speech act and data code	Speech act functions in building the students' entrepreneurial characteristics	Strategies of building the students' entrepreneurial characteristics
Assertive Informing Data code (1)	Helping to direct a person, helping to find opportunities	Change the hobbies
Assertive informing Data code (2)	Helping to inform	Stop talking and start taking action
Assertive Informing Data code (3)	Helping to inform and helping to direct a person to work regularly and systematically	Change the perception
Assertive Stating Data code (4)	Helping to influence and encourage	Encourage a person not to give up
Assertive Stating Data code (5)	Inspiring	Making progress slowly
Expressive Criticizing Data code (6)	Helping to inform	Do not underestimate others'
Directive Instructing Data code (7)	Helping to direct	Be polite and do good
Directive Advising Data code (8)	Helping to encourage	Dare to be different
Directive Instructing	Helping to inspire, inform,	Becoming an entrepreneur

Data code (9)	find ideas; helping to find business opportunities	with the tips provided
Directive Instructing Data code (10)	Helping to direct a person to work more regularly and systematically and to focus on reaching the goals	Becoming a comprehensive manager
Directive instructing Data code (11)	Helping to direct a person to work more regularly and systematically and to focus on reaching the goals	Change the self by removing negative people, and commit to the goals, learn, develop the skills and attitude
Directive instructing Data code (12)	Helping to encourage	Be grateful and use the time wisely
Directive Instructing Data code (13)	Helping to direct a person to work more regularly and systematically and to focus on reaching the goals	Keep the plan and use the time
Directive Advising Data code (14)	Helping to inform	Regulate the working pattern and time
Directive Advising Data code (15)	Helping to inform	Save the money as if there is no job tomorrow
Declarative prohibiting Data code (16)	Helping to inform	Pleasing the parents
Commissive promising Data code (17)	Learn to do self-encouragement	Don't be lazy; apply the slogan "let's begin."

4. CONCLUSION

After analyzing the data, it can be concluded that the speech containing criticism, satire, information, prohibition, instruction, and promise helped build a person's character. In particular, after receiving the posts through the Instagram account, students learn to be entrepreneurs by changing their hobbies, taking real action, changing their perception, encouraging themselves not to give up, keeping the progress, not underestimating others, being polite and good. Furthermore, they dare to be different, become a comprehensive manager, remove negative people from their life, commit to their goals, learn and develop skills and attitudes. In addition, the students are encouraged to be grateful and use their time wisely, make plans, regulate their working patterns, please the parents. They need to prevent themselves from laziness. One of the ways is by making an affirmative statement, "let's begin." The utterances educate the students to change their lifestyles. More structured activities allow them to prepare for their future.

AUTHORS' CONTRIBUTIONS

Sania Sauma Putri is a student of Indonesian Language Education and Literature of 2018 of Universitas Muhammadiyah Surakarta. She contributed the ideas gathered, processed, and analyzed the data. The second author is Prof. Markhamah, who contributed to criticizing, giving suggestions, and feedback.

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