



Locutionary Speech Acts in the *Kado Terbaik* by J.S Khairen and Its Implementation in Indonesia Language Learning

Ath Thariq Rahma Syahritha and Markhamah^(✉)

Indonesian Language and Literature Education, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
mar274@ums.ac.id

Abstract. This research aims to describe the meaning of locutionary speech acts, types of speech context contained in the novel *Kado Terbaik* by J. S. Khairen. The data of this research are locutionary speech acts, types of speech context, and their implementation in Indonesian language learning. The techniques used in data collection are reading, observation, and note-taking. The researcher uses qualitative research because it is in accordance with the type, purpose, and objectives desired in the study. The type of approach used is descriptive approach. The objects to be studied in the research are locutionary speech acts, types of speech context, and implementation in Indonesian language learning. This research includes qualitative research. The type of approach uses a descriptive approach. From the results of this study can be implemented in Indonesian language learning in SMA class XII.

Keywords: Implementation · Speech Context · Locutionary Speech Acts

1 Introduction

Language is a human communication tool that allows humans to communicate with each other, exchange experiences, learn from each other and develop their intellectual abilities. In communication, it is assumed that the speaker articulates an utterance with the intention of saying something to his/her speech partner and expects the speech partner (listener) to understand what is being communicated.

In communication, humans convey information in the form of thoughts directly through language as a medium. A conversation is said to be successful if the speaker conveys the message well and the speaker understands the meaning of the message conveyed by the speaker. Thus, in every communication process, fire events and what is called speech acts or verbal actions occur. Therefore, every speech act is closely related to its context. The speech event can be seen for example in the novel entitled *Kado Terbaik* by J.S. Khairen. The novel produces many speech acts that can be used as examples of instructions, lessons, or daily speech acts so that they can be understood by speakers and speech partners. words in accordance with the context In communication, a goal can

be expressed in various forms of speech acts. According to Chaer and [1], speech acts are individual phenomena that are psychological in nature, and their continuity can be determined by the linguistic abilities of speakers when faced with certain situations [2].

Speech acts are an analysis of pragmatics, a branch of linguistics that studies language in terms of its actual use. Pragmatics studies word meanings (i.e., what an utterance does), speech acts by asking what someone means, and connecting with the meanings of who, where, when, and how. According to Yule, speech acts are utterances expressed through words and are usually labeled in English more specifically, such as apologies, complaints, compliments, invitations, promises, or requests. In an utterance, the speaker usually wants the listener/speech partner to understand the intent of the communication [3].

Searle argues that the speech act of locution as a propositional act that connects a subject with a description in an expression is similar in relation to the relationship of “subject” and “predicate” or “topic” and “explanation” in syntax [4] Locutionary speech acts consist of three meanings: (1) telling, (2) asking, and (3) commanding. There are four types of speech contexts: (1) physical, (2) linguistic, (3) epistemic, and (4) social. Similar opinion is also conveyed by [5] In addition, locutionary speech acts are divided into three types, namely declaration speech, command speech, and question speech.

As a form of communicative event, speech act is not an event that occurs by itself, but has certain functions, purposes, and objectives that affect communicative partners. The resulting communication reflects the speech acts of the speaker and the interlocutor. Speech acts that occur in society are in the form of words because they are spoken every day according to reasonable norms, such as the use of the language of the community group [6].

Speech act research is an important research in pragmatic theory. Rustono’s explanation that “because speech acts are the central entity of pragmatics, dialogic acts become the basis for analyzing other pragmatic themes such as presumption, dialogic implication, cooperation principles and politeness” [7].

This research discusses the analysis of speech acts in the novel *Kado Terbaik* by J.S. Khairen. Locution speech act is a speech act in expressing a meaning in speaking. This novel is studied because the meaning conveyed by the author includes dialog acts and context speech. The meaning and purpose of the speech can be understood by the speech partner depending on the context of speech. Sudaryat argues that context is the situation or setting in which communication takes place [7]. Context can be seen from the cause and effect of conversation.

The researcher tries to explain the purpose or the real meaning of each word and utterance contained in the dialog between characters in the novel. Similar research discusses speech in novels [8–12]. From the five studies, it can be found various types of speech and dialog acts in the novel.

The objectives of this study are (1) to describe the meaning of locution speech acts contained in the novel *Kado Terbaik* by J. S. Khairen, (2) to describe the types of dialog contained in the novel, and (3) to describe the implementation of the results in learning.

2 Method

This research is part of qualitative research, which is defined by Molong as a type of research that seeks to understand the phenomena experienced by research subjects, both holistically and in a natural context, in the form of words or language [13]. The type of approach used is a descriptive approach. Descriptive research is used to solve and resolve problems faced in the current situation by performing the stages of data collection, data analysis, data processing, and conclusion drawing. The data in this study are dialog utterances and sentences taken from the data source of the novel Kado Terbaik by J. S. Khairen. Skills are used to collect data in the form of reading, listening, and recording skills. The data of this research is data in the form of sentences including types of speech and dialog contained in the novel. The data source of this research is the discourse in the novel Kado Terbaik by J. S. Khairen.

3 Result and Discussion

The results of this research are the meaning of locutionary speech acts, types of speech contexts, and implementation in Indonesian language learning.

3.1 The Meaning of Locutionary Speech Acts in the Novel

Locutionary speech acts are speech acts to describe what it is and only provide information. The meaning of locutionary speech act itself consists of three meanings: (1) telling, (2) asking, and (3) commanding. According to Searle, this speech act is a propositional action, meaning the act of uttering a sentence without the responsibility of the speaker. With this information, the difference in the form of the two sentences does not affect the existence of the sentence [14]. The following is an explanation of the three meanings of locutionary speech acts according to Ziraluo [15].

3.1.1 Locutionary Acts of Informing

A speech act that reveals the meaning of an utterance is usually information for the reader or listener. What the speaker reports to the speaker is usually an event or disclosure of an event. In written form, news sentences end with a period, while in phonetic form, speech ends in descending order. Statement-type speech only serves to tell the interlocutor something so that the listener can pay attention. Examples of data contained in the novel Kado Terbaik by J. S. Khairen can be seen as follows.

- (1) *“Itu dia masalahnya. Di dompet gue semua tuh kartu. Buku tabungan gue tinggal di Jakarta lagi, ngurus ATM kan mesti pakai itu. Kalau transfer sih bisa-bisa aja, tapi...” aku sudah tak mendengar lagi apa yang ia bicarakan. Sepertinya ia sibuk dengan pekerjaannya, ditambah lagi harus pusing dengan dompetnya yang hilang dan kini ada di tanganku.*

The sentence *“Di dompet gue semua tuh kartu.”* states that the sentence spoken by the character Rani in the novel tells that in her lost wallet there are various types of cards.

From the above speech, it is known that the sentence is a locution speech expressing the meaning of telling his interlocutor on the phone that the wallet that the speaker carries is missing.

- (2) *“Sstt tenang-tenang. Ini kertas sama pulpen, kamu gambar apa yang kamu mau di sini. Nanti pas Lebaran minggu depan, Bang Rizki balik lagi, Abang beliin kamu apa pun itu yang kamu gambar.”*

The sentence above Rizki's character in the novel tells Khanza's character to draw all her wishes during Lebaran next week to be realized by Rizki's character. The form of speech above is a locution speech meaning to tell the interlocutor that his wish in the form of a drawing will be granted by the speaker.

- (3) *“Ini apa, Dek?” tanyaku. “Itu selimut, Bang. Selimut Khanza udah bolong-bolong. Dingin. Selimut Kak Rizka yang aku pakai juga udah sobek. Kalau malam dingin. Khanza jadi demam.”*

Khanza's character in the novel tells Rizki's character that the blanket she is wearing has a hole and if the night is cold she gets a fever. The utterance is a form of locutionary speech informing her interlocutor that her situation is concerning.

3.1.2 Locutionary Acts of Questioning

Locution speech acts in interrogative sentences are often called question sentences. Interrogative speech acts are sentences that ask the speaker something. Speech questions are features that ask something to the listener so that the listener is expected to provide an answer to the question posed by the speaker. Examples of data contained in the novel *Kado Terbaik* by J. S. Khairen can be seen as follows.

- (1) *“Bang Rizki, Kak Rizka, kita mau lebaran di sini bareng kan? Bang Rizki mau beliin Khanza baju Lebaran kannn?” Tanya Khanza girang.*

Khanza's character in the novel asks Rizki if Rizki and Rizka want to celebrate Eid at the orphanage together with Khanza. The utterance is a form of locutionary speech asking the interlocutor about Eid together.

- (2) *“Bang Rizki sama Kak Rizka di sini kan, sama Khanza?” Aku mengangguk. “Oh ya Bang, Ibu sama ayah kaya gimana sih? Khanza belum pernah lihat. Bisa beli di mana?”*

Khanza's character in the novel asks Rizki's character what mom and dad look like, whether they can be bought. The utterance is a form of locutionary speech asking the interlocutor about the form of mother and father.

- (3) *Aku tak hendak bertanya, tak juga menjawab apa-apa. Setelah kembali ke tengah kota, aku baru berani bertanya. “Rizka, mau diadopsi siapa?”*

Rizki's character in the novel asks Pak Tono's character about who will adopt Rizka. It is a form of locutionary speech asking the interlocutor about who will adopt Rizka's sister.

3.1.3 Commanding Locution

Locution speech acts using imperative or command sentences are a speech act of a series of sentences in which the speaker tells the speech partner what to do. Command sentences are formal, and the intonation uses descending order task words, affirmation sentences, softeners, invitations, expectations, demands, and prohibitions, and the perpetrators of actions are not always disclosed. Imperative speech is intended for the listener to respond in the form of the requested action. Examples of data contained in the novel *Kado Terbaik* by J. S. Khairen can be seen as follows.

- (1) *“Khanza mau sama Bang Rizki,” pintanya. Pak Tono diam saja. Adikku mulai merengek. “Ki, atur adikmu!” bentaknya. Itu seperti perintah untuk memukul Khanza.*

Rizki's character was asked by Pak Tono's character to arrange his sister Khanza to follow the mothers who would beg and not whine. The utterance is a commanding locution to the interlocutor to arrange his sister to follow the begging mothers and not whine.

- (2) *“Kamu belajar bawa mobil, cepet biasain ya! Saya gak terus-terusan bisa nganter ke sini.”*

The character Rizki was ordered by Mr. Tono to immediately learn how to drive a car so that Mr. Tono would not drive every day. The utterance is a commanding locution to the interlocutor so that he can quickly drive a car to replace him driving the residents of the orphanage to beg.

- (3) *“Cari Toron ya. Ada yang harus dianter,” sambung Pak Tono lagi, saat ia tepat di pintu kamar.*

Rizki's character was asked by Mr. Tono to deliver something. The utterance is a commanding locution to the interlocutor to deliver something.

3.2 Types of Speech Context Contained in the Novel *Kado Terbaik* by J. S. Khairen

The context of speech is not just the background context. Syaifi'ie said that the context of speech use is basically divided into four types: (1) physical, (2) linguistic, (3) epistemic, and (4) social [16]. The following is the explanation.

3.2.1 Physical Context

In this physical context, it can be included in the event of communication. The object is presented of communication event and action by the actors in the communication. The examples of physical context found in the novel are as follows.

- (1) *Tiba di satu rumah, cukup besar, kami melewati pagar dengan petugas pengamanan. Sepertinya anak ini diadopsi juga. Setidaknya kesimpulanku sementara ini benar.*

Sampai Pak Tono kembali ke mobil, ia tak lagi membawa Si Jangkung. Melainkan kali ini membawa sebuah amplop tebal. Mungkin isinya uang.

The speech delivered by Rizki contains a physical context. The inner speech delivered by Rizki when Mr. Tono and he stopped at a big house that would adopt one of the orphanage children contained a physical context.

From the data analysis above, it is found that physical context can occur in a place where communication occurs. Regarding where the communication takes place, what objects are present and what activities occur. In other words, since the physical context speech is around the language it is a standard that can be directly perceived by the human senses. Speech partners can find references by seeing, hearing, smelling, feeling, tasting, touching, and so on.

3.2.2 Linguistic Context

Linguistic context consists of certain sentences or utterances in a communication. Linguistic context is a reference that is obtained from the text or speech that was spoken before. The examples of linguistic context found in the novel are as follows.

- (1) *“Lebaran...” Rizka mengadu tangisnya yang tertahan. Ia menggeleng. “Besok...” Ia memutar-mutar satu tangannya di udara seperti hendak menjelaskan sesuatu, namun ia tak tega menyampaikan pada kamu. “Besok Rizka pergi. Ada yang bayar Pak Tono enam puluh juta. Orangnya lagi nyari anak cewek.” “Ka... kamu diadopsi, Ka?” tanyaku.*

Rizka's speech contains linguistic context. The speech delivered contains the meaning of informing the interlocutor in the communication that has been spoken before.

From the data analysis above, it is found that the linguistic context is related to the speaker's emotional state when the utterance is used in communication. Feelings of pleasure, joy, anger, frustration, disappointment, and sadness will affect the speech utterance.

3.2.3 Epistemic Context

Epistemic context is the background knowledge possessed by the speaker or listener. Social relations that complement the relationship between speakers and speech partners. The examples of epistemic context found in the novel are as follows.

- (1) *“Lorong bawah dekat air. Kamu rapihin dulu itu, jangan berisik.” Aku tahu maksudnya, ia memperbolehkanku untuk tidur di sana. Dekat tabung air, ada gudang yang dulunya adalah kamar. Di kamar itu, dulu tinggal dua asisten tukang pukulnya. Kini kamar itu tidak ada orang. Terlihat dari bayangan tumpukan benda, dan tak ada lampu yang menyala.*

Mr. Tono's speech contains epistemic context. The conversation delivered by Mr. Tono when he saw Rizki's poor condition. Both speakers have the same background knowledge that Rizki needs a place to sleep which is finally given by Mr. Tono. Mr. Tono actually understands that Rizki is in need of a place to rest.

Epistemic context is the essence of context in pragmatics. This context is obtained through this experience, speakers can make utterances that can be understood by their interlocutors. Thus, knowledge about the background of what is spoken must be shared between the speaker and the speech partner.

3.2.4 Social Context

Social context is the relationship and social setting that complements the relationship between reader and listener. The reference to Suwito's factors such as social status, education, age, economic level, gender, blood ties, etc., also refers to Soenjono Pardjowidjojo's view of the social context of events in speech acts called speech components [17]. The examples of social context in the novel are as follows.

- (1) *"Saya tawarin Khanza sekalian, tapi mereka nyarinya yang muda. Udah agak tua juga tuh orangnya laki-bini, jadi gak kuat kayannya ngasuh anak-anak. Maunya yang udah jadi," paparanya tanpa rasa bersalah. Aku jijik sekali mendengar cara ia menjelaska. Memangnya Rizka adikku ini apa, disebut udah jadi?*

"Kalau saya yang bayar uangnya, gimana?" tanyaku pada Pak Tono. Ia melirikku, tampaknya tak mengerti.

"Sa... saya yang bayar uang adopsinya."

Pak Tono cekikikan. Ia terdiam, lalu cekikikan lagi, kali ini sampil melihatku penuh cemooh. "Ada duit enam puluh juta? Yaudah sini kalau ada." Ia lagi-lagu tertawa.

The speech delivered by Mr. Tono and Rizki contains social context. The above speech happened in the car they were driving. From the two utterances, it is stated that Rizki has a social status that is not suitable with his poor life and uncertain financial income.

From the data analysis above, it is found that the social context is related to the speaker's situation. In the social context it is necessary to consider who is speaking, with whom is speaking, who is present, and who is the perpetrator of the activity.

3.3 Implementation of Research Results in Indonesian Language Learning in SMA Class XII

The research results of locutionary speech acts and types of speech context can be utilized into Indonesian language learning in SMA class XII. A novel contains human values such as moral, educational, social, cultural, and religious. Through literature learning, students are trained to analyze and realize these values in their daily life. In Indonesian language learning, speech acts can be delivered to grade XII high school students in accordance with the learning outcomes.

Teachers' learning includes many aspects, and the aspects evaluated in the implementation of learning to understand the essential elements of novels are the basic teaching skills that teachers have mastered [18].

Speech act is a part of language that explains the process of using language to express a behavior or action. Learning can help students think critically, by letting students think for themselves. Educators are advised to further train students in using cognitive

abilities and speech acts in a broad context through questions that require reasoning. Thus, students can apply the skills they have acquired.

The process of speaking there are many forms of speech acts in Indonesian language learning. One of the speech acts used in the discussion process is locutionary speech acts. Locution speech acts in Indonesian language learning require speech partners to do what the speaker says [19]. In this study, three meanings of locutionary speech acts were found, namely telling, asking, and commanding. Locution speech act as one of the most potential speech acts in conveying the function of language politeness.

In an extensive review of Indonesian imperative studies, Rahardi (1999) states that speech is a pragmatic form of imperative. Other forms of practical imperatives include orders, commands, requests, implores, urges, persuasions, appeals, reconciliations, invitations, permissions, prohibitions, wishes, curses, congratulations. Mandatory polite speech in Indonesia includes speech length, speech order, intonation, and gesture cues, as well as the presence of polite sentences. A request can be expressed in declarative and interrogative speech [20].

From the explanation above, it can be concluded that locutionary speech acts consist of 3 meanings: (1) telling, (2) asking, and (3) commanding. The meaning of telling is a meaning that states notification as information for readers or listeners. The meaning of asking is a form of sentence or question that is expected that the listener can provide an answer to the question asked by the speaker. An order is a sentence sequence in which the speaker tells the speech partner what to do.

The similarity in this study with the five previous studies is the discovery of locutionary speech acts in the novels studied, while the difference can be seen that not all previous studies did not examine the type of speech context and its implementation in high school Indonesian language learning.

There are four types of speech context in the novel *Kado Terbaik* by J. S. Khairen: (1) physical, (2) linguistic, (3) epistemic, and (4) social. The physical context is the occurrence of an event in communication, namely in the sentence *Tiba di satu rumah, cukup besar, kami melewati pagar dengan petugas pengamanan*. Linguistic context consists of several sentences or utterances of events in communication that have previously been spoken, namely the sentence *“Lebaran...” Rizka mengadu tangisnya yang tertahan*. Epistemic context is the same background knowledge owned by speakers and speech partners who have social relationships, namely in the sentence *“Lorong bawah dekat air. Kamu rapihin dulu itu, jangan berisik.” Aku tahu maksudnya, ia memperbolehkanku untuk tidur di sana*. Meanwhile, the social context is a social relationship and setting to complement the relationship between the speaker and the speaking partner, namely in the sentence *“Sa... saya yang bayar uang adopsinya.” Pak Tono cekikikan. Ia terdiam, lalu cekikikan lagi, kali ini sampil melihatku penuh cemooh. “Ada duit enam puluh juta? Yaudah sini kalau ada.” Ia lagi-lagi tertawa*.

The research results are implemented into Indonesian language learning in class XII SMA, Learners are expected to apply locution speech act and speech context in analyzing a novel. Learners can train their ability to analyze values and realize them in everyday life. From the discussion above, it is concluded that the locution speech act consists of three meanings, the type of speech context consists of four kinds of context.

4 Conclusion

In the novel studied, the meaning contained in the locutionary speech act consists of three meanings: (1) telling, (2) asking, and (3) commanding. In this study, there are types of speech context contained in the novel Kado Terbaik by J. S. Khairen in the form of four contexts: (1) physical, (2) linguistic, (3) epistemic, and (4) social. These four types of speech contexts are found in the speech of the characters or speakers in the novel.

The locution speech act in the novel can be implied in the Indonesian language learning of SMA class XII. Through Indonesian language learning, students can be taught about locutionary speech acts through the meanings described above such as the meaning of telling, asking, and commanding.

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