

The Study Examines Perlocutionary Speech Acts in TikTok Comments by @resep_debm and Their Relevance to Indonesian Language Learning

Berlianing Megarizki^{1,*}, Harun Joko Prayitno²

^{1,2} Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia

ABSTRACT

This research aims to (1) describe the forms of perlocutionary speech acts in the comment section of the TikTok account @resep_debm, and (2) analyze the relevance of perlocutionary speech acts to Indonesian language learning. The data source for this study is the TikTok account @resep_debm, and the data consists of utterances or expressions in the comment section. The method used in this research is qualitative descriptive. The data collection technique is note-taking, and the data analysis technique is Morris's pragmalinguistic model, involving data collection, selection, simplification, grouping, analysis, and presentation. The results of this study indicate the presence of perlocutionary speech acts in the comment section of TikTok @resep_debm, with 24 data comprising expressive speech acts (14), directive speech acts (5), and representative speech acts (5). The dominant perlocutionary speech act used by the audience in the comment section of the TikTok account @resep_debm is expressive speech acts, accounting for 14 data. On social media, many people tend to follow the crowd when it comes to commenting, which should be a particular concern in the field of education. The connection between expressive speech acts and the formation of students' moral values lies in the demand for teachers to educate students to have good morals. Teachers must teach students how to comment appropriately, especially on social media, and use polite language. Additionally, parents are also urged to monitor their children's use of social media to prevent them from falling into harmful behaviors that could adversely affect themselves and others.

Keywords: Perlocutionary speech acts, Morris's pragmalinguistic model, Expressive speech acts, Directive speech acts, Representative speech acts, Social media etiquette, Moral values, Polite language.

Introduction

Speech acts are closely intertwined with pragmatics. In order for interlocutors to comprehend the speaker's intentions and goals, speakers utilize specific expressions or words. Additionally, a systematic use of speech acts, utterances, and patterns will persist. Expressing hopes is particularly highlighted as a discursive act. Speech acts, in themselves, constitute a pragmatic analysis within the linguistic branch that examines language from the perspective of its actual usage. According to Ratna Juwita (2017), pragmatics delves into the intentions and objectives behind utterances, inquiring about what someone means with a particular speech act. It involves linking meaning to who is speaking to whom, where, when, and how. Rahmani (2022) distinguishes speech acts into three types: locutionary, illocutionary, and perlocutionary. According to Rohman (2023), perlocutionary speech acts are those related to others and connected with the non-linguistic behaviors and attitudes of others. Therefore, it can be concluded that perlocutionary speech acts are the definite impacts or results that emerge in listeners from a specific speech act. The effects or consequences of perlocutionary speech acts will vary depending on the circumstances at the time of the speech act.

The modern communication style and technological advancements both influence the creation of speech acts. Pragmatic studies, particularly the examination of speech acts, are influenced by the use of technology as a media tool by society. Therefore, in the modern era, perlocutionary speech acts can be found on various social media platforms, with TikTok being one of them, frequently used by people from all walks of life to access the latest information. Social media invites anyone interested to participate by contributing openly, providing feedback, leaving comments, and sharing information rapidly and limitlessly (Deriyanto et al., 2018). As defined by Ziveria (2017), social media is a 'group of Internet-based applications built on the foundation of the ideology and technology of Web 2.0, allowing the creation and exchange of user-generated content.' TikTok, a social media

* Corresponding author: a310200165@student.ums.ac.id

application originating from China, combines music videos and social networking, officially making waves in the digital industry in Indonesia. Its unique and straightforward social media features enable everyone to easily create cool videos, making TikTok a new standard for online creators worldwide, particularly in Indonesia. It empowers creative thinking as a form of content revolution (Murniatiningsih, 2023).

According to Zubaidi et al. (2021), TikTok is a Chinese social network and music video platform launched in September 2016. Additionally, Hutamy et al. (2021) argue that TikTok serves as a platform for people to create short video creations using their phones, and this application is most downloaded by the public. Users can easily create their own short music videos using the app. Buana & Maharani (2022) emphasize the significance of creativity in life, as it helps individuals develop their talents to achieve success. In the first quarter of 2018, with a total of 45.8 million downloads, TikTok solidified its position as the most popular application. The TikTok account under scrutiny in this article is @resep_debm. This account follows 1818 TikTok social media accounts, has 13.3 million followers, and has been liked a remarkable 341.6 million times. Originally featuring cooking information presenting DEBM menus (Delicious Nutritious and Enjoyable Diet), this TikTok account quickly gained followers from other TikTok accounts. Apart from delivering inspiring recipes, the account's uniqueness lies in its use of words, phrases, and expressions that may sometimes deviate from the norm. However, this adds to its distinctiveness and further endears the account to the audience with each culinary content post.

Damayanti (2022) emphasizes that the world is rapidly transitioning into the era of information, communication, and technology (ICT). The way people interact with each other and the outside world is also undergoing transformation during this era. According to Wahyudi & Sukmasari (2018), all kinds of information, whether positive or negative, are easily accessible to the public. This information, whether acknowledged or not, begins to alter the lifestyles and thought patterns of society, particularly in rural communities, in line with the image that characterizes them. The development of science and technology has a widespread impact on the lives of people, affecting societal speech act patterns, particularly in the field of education. Science and technology have provided numerous benefits and employment opportunities for the community. The advancement of technology has a profound effect on life and is unavoidable. According to Sachari, A. (2007), the process of technological progress generates modernity, marked by economic growth, social mobility, cultural expansion, and expansion. As the hope of the nation, the younger generation is required to be 'smart' in utilizing technology to access information related to various scientific disciplines in their interactions using speech acts. Therefore, specific attention to speech acts is necessary in the context of technological advancements.

Social media is a contemporary communication medium widely owned and used by Generation Z as a means of virtual communication. Generation Z can spend hours each day using social media (Pujiono, 2021). The lifestyle of the younger generation, commonly known as Generation Z, involves using smartphones to seek information and engage in online transactions. This includes accessing social media and utilizing it to acquire educational materials, supported by the abundance of educational content available today. As Noor (2011) explains, the rapid advancement of information technology brings about swift changes. Those who are not proactive in responding to these advancements will find themselves falling further behind. The transition of this generation occurs amid the rapid development of global technology, resulting in Generation Z having a mindset that tends to lean towards desiring instant gratification (Zis et al., 2021). Social media can be integrated into the learning process for Generation Z, where the utilization of social media and learning is designed to form a unified entity. Therefore, the use of social media, leveraging technology, can become a learning tool for Generation Z, as they routinely use social media in their daily lives, both students and educators alike.

Several studies deemed relevant to this research have been identified. For instance, a study conducted by Aryani Euis et al. (2023) focused on the Instagram channel or comment section "lambe_turah." The research found that the most prevalent type of perlocutionary speech act was within the directive category.

Another relevant study is conducted by Septora (2021). This study aligns with the current research as it also explores perlocutionary speech acts that are irritating, prompt the interlocutor to take action, influence attention, invite, convey information/explanation, seek attention, prohibit, praise, criticize, appreciate, and serve as a form of expressing grievances.

Relevant findings are also derived from the research conducted by Juliyanti (2023). The study aimed to understand perlocutionary speech acts in the video uploads of Ardhit Erwandha on his Instagram account. In this video, three forms of perlocutionary speech acts were identified, namely Representative, Directive, and Expressive.

The problem formulation in this article, based on the description provided in the introduction, is as follows: (1) What are the forms of perlocutionary speech acts in the comment section of the TikTok account @resep_debm?; (2) How relevant are perlocutionary speech acts to Indonesian language learning? Based on these problem formulations, the objectives of this research are: (1) To describe the forms of perlocutionary speech acts in the comment section of the TikTok account @resep_debm; (2) To analyze the relevance of perlocutionary speech acts to Indonesian language learning. This research employs a qualitative descriptive method, with the data collection technique of note-taking. The data analysis technique used is Morris's pragmalinguistic model, involving data collection, selection, simplification, grouping, analysis, and presentation.

Theoretical Review

According to Saifudin, A. (2019), Speech act is a linguistic theory proposed by John Langshaw Austin (1962) in his book titled "How to do things with words." This theory was further developed by his student, Searle (1979), and since then, their thoughts have dominated the study of language use, known as the science of pragmatics.

In Suryawin et al. (2022), Yule explains that pragmatics is the study of the meaning conveyed by the speaker (or writer) and interpreted by the listener (or reader). Speech acts in pragmatics are distinguished into three types:

- a. Locutionary speech act: The act of saying something; speech acts that solely state something or utter sentences with specific references and meanings.
- b. Illocutionary speech act: The act of doing something; speech acts that serve the function of providing information and simultaneously used to perform an action, such as conveying intentions, making promises, or offering through spoken sentences.
- c. Perlocutionary speech act: The act of affecting someone; perlocutionary speech acts represent the impact or effect on the listener based on the situational context. The consequences of the utterance itself can include things like demeaning, attracting attention, praising, persuading, and so forth.

The learning of the Indonesian language is one of the mandatory subjects in the education system of Indonesia. The 2013 curriculum emphasizes the importance of the Indonesian language by placing it as the leading subject among all other subjects. Indonesian language learning is a crucial part of school subjects. The goal of learning the Indonesian language is to equip students with the ability to use Indonesian language correctly and effectively, as well as to appreciate the Indonesian language and literature in accordance with the situation, language objectives, and the students' level of experience in elementary school.

The objective of learning the Indonesian language for students is to develop their Indonesian language skills according to their abilities, needs, and interests. Meanwhile, for teachers, the goal is to tap into the students' potential in the Indonesian language and become more independent in determining language teaching materials according to the school environment and students' abilities.

The teaching of the Indonesian language emphasizes four language acquisition skills: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. Purwoko (as cited in Libiawati, D., et al., 2020) explains that there is a need for innovation in Indonesian language teaching to capture students' attention. The learning process should involve interactive, enjoyable, challenging, motivating aspects, providing more space for students to develop creativity and independence according to their talents, interests, and characteristics. Based on this, educators, as facilitators, must be able to facilitate learning resources according to students' characteristics to achieve the learning objectives.

Method

Research plays a crucial role in the development of knowledge, contributing significantly to the progress of science. As civilization advances, new phenomena continually emerge, necessitating the generation of new knowledge through research, employing appropriate methodologies. This study utilizes a qualitative descriptive method, with data extracted from the comment section of the TikTok social media platform. The data collection technique involves observation and note-taking, while the data analysis employs Morris's pragmatic linguistic model, describing the perlocutionary speech acts found in the comment section of the @resep_debm TikTok account. The pragmatic aspects include data collection, selection, simplification, grouping, analysis, and presentation.

The qualitative research method is instrumental in the development of science, as it involves a series of actions and methods to acquire new information by comprehending, interpreting, and shaping the social world (Rachmawati, T. (2017)). According to Nugrahani, F., & Hum, M. (2014), qualitative research yields discoveries that cannot be achieved using statistical procedures or other quantitative methods. This article comprehensively examines perlocutionary speech acts frequently appearing in the comment section of TikTok @resep_debm, from conceptualization to coding the obtained data, serving as the primary objective.

The data source for this research is the @resep_debm TikTok account, with the data in the study taking the form of utterances or expressions in the comment section. This indicates that data users obtain information from primary sources rather than directly experiencing the studied phenomenon (Jabnabillah & Fahlevi, 2023). The study categorizes the dominant forms of perlocutionary speech acts in the comment section of the @resep_debm TikTok account using a pragmatic approach. The research distinguishes various forms of speech acts and determines which perlocutionary speech acts dominate the comment section. The analysis involves categorizing data based on these speech acts.

RESULT

Forms of Perlocutionary Speech Acts in the Comments Section of TikTok @resep_debm

This study delves into the forms of perlocutionary speech acts in the comments section of the TikTok account @resep_debm. Interlocutors frequently comment to inform/explain something, seek attention, prohibit, praise, criticize, appreciate, and express grievances.

Expressive Perlocutionary Speech Acts

Human utterances can be expressed through various media, both oral and written. In oral communication, the speaker (utterer) and the hearer (interlocutor) engage in speech acts, while in written communication, the utterance is conveyed by the writer (utterer) to the reader (interlocutor). According to Maharani (2021), expressive speech acts are intended by the speaker to be interpreted as evaluations of the mentioned subject. Such speech acts function to express or reveal the psychological attitude of the speaker toward the interlocutor. Almasita (2021) argues that expressive speech acts convey the speaker's feelings and reflect psychological statements, encompassing expressions of joy, difficulty, liking, hatred, pleasure, or misery.

The findings of this research align with a previous study conducted by Oleni (2019), which also focused on expressive speech acts. The difference lies in the data source used in this research, namely the comments section of TikTok, while the earlier study used data from Twitter.

Praising Utterances

Table 1. Expressive Perlocutionary Speech Acts – Praising

No.	Explicitation	Speech Context	Speech Intention
1.	“ya allah, gw ngakak”	The speaker @orang finds it difficult to express a comment on one of @resep_debm's posts.	The speaker responds to a video presented by the @Resep DEBM account, considering it absurd, making the viewers laugh and entertained.
2.	“aku pilih debm karena walau bikin kesal orang, tapi aku terhibur,hahahw”	The speaker @ShopOpi comments on @resep_debm's post.	ShopOpi's statement explains that they choose @Resep DEBM as a form of entertainment, even though the content makes people upset when viewed.
3.	“suka ati engko lahh”	The speaker @syazaasudeen comments on @resep_debm's post.	Syazaasudeen's statement is one form of expressive perlocutionary speech act because over time, they will like or fall in love with @resep_debm's content.
4.	“liat prosesnya bikin darah tinggi, tapi endingnya bikin laper”	The speaker @ikko_iyan comments on @resep_debm's post.	The speaker conveys that after watching the cooking video at @resep_debm, it always makes them hungry but also raises their blood pressure because the video evokes emotions, and the food made makes them hungry.
5.	“ditonton mengesalkan, kalau gak ditonton meresahkan”	The speaker @ayaya comments on @resep_debm's content.	The speaker feels confused because watching @resep_debm's cooking videos is annoying, but not watching makes them curious about what absurdity will happen during the cooking process.

Data 1 to Data 5 fall under the category of expressive speech acts praising, as the speakers, after seeing the contents on the TikTok account @resep_debm, feel entertained, laugh, and fall in love with the presentation and the cooking style, which is considered absurd and makes the audience laugh. The content from @resep_debm can serve as entertainment for viewers who are feeling down and facing numerous problems.

Mocking Speech Acts

Table 2. Expressive Perlocutionary Speech Acts Mocking

No.	Explicitation	Speech Context	Speech Intention
6.	“ya Allah geramnya aku tengok dia masak”	Speaker @ فتوى بكتيس المينا comments on one of the posts on @resep_debm.	The speaker feels upset or annoyed while watching cooking content on the TikTok account @Resep DEBM because the words and actions during cooking are inappropriate. Additionally, the

			cooking videos tend to be hyperbolic, making the audience annoyed.
7.	“Klo abis nonton km tuh aku suka migran”	Speaker @angelycia comments on one of @resep_debm's contents.	In this speech act, Angelycia expresses feeling disoriented or dizzy after watching the content on @Resep DEBM. The presentation and cooking style are very different from the usual, and it complicates the cooking process.
8.	“KAREPMU MIN PNTING G MANGAN GAPURO”	Speaker @Niavrz_ comments on one of @resep_debm's posts.	Niavrz_'s expressive speech act, using informal Javanese language, conveys a sense of resignation and frustration. The message implies, "Do whatever you want, as long as you're not eating the door fence." Niavrz_ is tired of confusing content and urges @Resep DEBM not to do absurd things like eating gates.
9.	“tutorial masak yang sangat membagongkan, antara kezel, benci, penasaran, bengek tingkat dewa”	Speaker @jacksun writes a comment on @resep_debm's post.	@jacksun explains that the cooking tutorial videos on the TikTok account @Resep_DEBM make them confused, irritated, and annoyed. However, it also makes them curious and laugh.
10.	“kok saya yang mikirin mau ikutan gila ia”	Speaker @devisoktavia4 comments on @resep_debm's post.	The speaker expresses feeling crazy thinking about the content of @resep_debm, which seems illogical and hyperbolic.

Data from 6 to 10 fall into the category of expressive taunting utterances, deeming the contents on TikTok account @resep_debm as ones that make the viewers feel annoyed, laugh, confused, dislike, find the delivery hard to understand, and have a hyperbolic cooking style.

Utterances of Apology, Providing Encouragement, Gratitude

Table 3. Utterances of Apology, Providing Encouragement, Gratitude

No.	Explicitation	Speech Context	Speech Intention
11.	“debm semangatt terus yaa!”	Speaker @triple N comments on one of the @resep_debm posts by providing encouragement.	The speaker expresses support to the TikTok account @resep_debm, encouraging them to keep creating entertaining content even though many people dislike and criticize it..
12.	“semangat terus ngontennya DEBM”	Speaker @shopee comments on one of the @resep_debm contents.	In the utterance, the Shopee account provides encouragement to @resep_debm, who seems to be getting tired of creating content due to frequent criticism from viewers.
13.	“Alhamdulillah udah ga diddemin lagi”	Speaker @piww comments on one of the @resep_debm posts..	The @piww account expresses gratitude that @resep_debm is no longer silent, as recent posts lack the characteristic humorous voiceover, making viewers both laugh and feel annoyed, and instead are accompanied by melancholic music.
14.	“aku minta maaf kalau ada salah dan tolong ngomong sepatih atau dua kata”	Speaker @khnsblsbl writes a comment apologizing on @resep_debm's post.	The speaker apologizes to @resep_debm if their previous comments were offensive and hurtful, causing a change in @resep_debm's content compared to before. Additionally, the speaker requests @resep_debm to create content with a voice and entertain the viewers before they start criticizing.

Data from 11 to 14 fall into the category of directive expressive utterances, which involve apologizing, providing encouragement, and expressing gratitude because viewers of @resep_debm feel that the created content is different, not like before, and has received much criticism.

Directive Perlocutionary Speech Acts

According to Rustono (in Fauzia & Sulistyaningrum, 2019), directive speech acts are intended by the speaker to prompt the hearer to perform the action mentioned in the utterance. Searle, Bach, and Harnish (in Putri, T. D, 2019) categorize directive speech acts into eight types: ordering, commanding, requesting, advising, recommending, questioning, prohibiting, and permitting.

The findings of this research align with previous studies conducted by Saputri, U. I. (2020). The similarity lies in both studies exploring expressive speech acts. The difference is that this study utilizes data from the comment section of TikTok @resep_debm, while the earlier study uses data from the dialogue in the film "Rembulan Tenggelam Di Wajahmu" by Tere Liye.

Advising Speech Acts

Table 4. Directive Perlocutionary Speech Acts - Advising

No.	Explicitation	Speech Context	Speech Intention
15	“masih salah seharusnya buncisnya ga usah di bungkus tp dimasak sebentar dgn air dikasih garam biar warna ga berubah”	Penutur @rainraineyes commented on @resep_debm's post, expressing that there is an error in the cooking technique presented by @resep_debm..	The commenter suggests that the green beans should not be wrapped but rather briefly cooked using water with added salt to prevent them from changing color.
16	“coklat itu dipanaskan bukan dimasak”	Speaker @Zen commented on @resep_debm's cooking method	Speaker @Zen commented on @resep_debm's cooking method, stating that the correct way to cook chocolate is by heating it without using cooking oil, as it can alter the texture and taste of the chocolate itself.
17	“Serumit itu ya sampa aku gak tau cara biar kesingkat gitu memasaknya”	Speaker @Sayangg commented on one of @resep_debm's posts,	Speaker @Sayangg commented on one of @resep_debm's posts, seeking advice on whether there is a shorter and less confusing way to cook for viewers who want to try making @resep_debm's recipes.

Data 15 and 17 fall into the category of directive speech acts because they involve advising on the cooking techniques presented on the TikTok account @resep_debm. The comments suggest that there are still incorrect cooking methods that can alter the taste, texture, and color of the food. Additionally, the comments aim to ensure that the instructions provided by @resep_debm are clear and not confusing for viewers who want to try cooking the recipes.

Speech Acts of Demanding

Table 5. Directive Speech Acts of Demanding

No.	Explicitation	Speech Context	Speech Intention
18	“boleh improve lagi dah bagus tapi tak semua perkataan guna e ya”	Speaker @Queen_sS commented on a post by @resep_debm.	The speaker provided feedback on @resep_debm's cooking method, suggesting an improvement in the sound to attract viewers. However, the speaker recommended avoiding the excessive use of the letter 'e'.
19.	“adonan udek” terus sampai jadi donat”	Speaker @Krisna_Yusuf234 gave feedback on @resep_debm's cooking method.	The speaker requested @resep_debm to mix the batter until it becomes doughnuts.

Data 18 and 19 fall into the category of directive illocutionary acts, as in the cooking content on TikTok account @resep_debm, viewers demand the mixing of the batter until it becomes doughnuts. Additionally, @resep_debm is requested to improve its sound to attract viewers to watch its content.

Representative Illocutionary Acts

In the classification of representative illocutionary acts, there are advanced classifications such as stating a fact, affirmation, description, and conclusion. Ismari (as cited in Eka Rahayuningsih, 2013) and (Devy, F. A., & Utomo, A. P. Y., 2021) suggest that representative illocutionary acts are speech acts intended to inform others about something. According to Wijayanti (2020), representative illocutionary acts are part of illocutionary acts where the purpose is not only to convey the literal meaning but also to achieve other goals, such as taking action based on what is stated as something believed to be true.

The findings of this research align with previous studies conducted by Lailika, A. S., & Utomo, A. P. Y. (2020). While both studies explore expressive illocutionary acts, the difference lies in the data source, with this study using comments from the TikTok account @resep_debm, whereas the earlier study utilized data from the podcast "Deddy Corbuzier dengan Nadiem Makarim - Kuliah Tidak Penting?"

Table 6. Representative Illocutionary Acts

No.	Explicitation	Speech Context	Speech Intention
20.	“yg di maksud dia itu, cucunya mamah dia”	The speaker @gf_renhyuk commented on one of @resep_debm's posts.	The statement made by @gf_renhyuk explained that the person referred to in @resep_debm's post is her child or grandchild from her mother's side.
21.	“Eiiitttdaaach ibunya nenek dari suami maksudnya uyuutttttt itu”	@Honeymengomentari commented on one of @resep_debm's contents.	In the statement, it is mentioned that the person referred to in @resep_debm is the great-grandparent of her husband.
22.	“mama nya kakak ipar mu mertua mu oi pliss lh”	@Rara wrote a comment on one of @resep_debm's posts.	The meaning of the statement is that the mother of her sister-in-law is the mother-in-law of her husband.
23.	“mama nya dari adik anak aku=istrinya ”	@intannurani commented on a post by @resep_debm.	The speaker explained the meaning of the statement that it refers to the mother of her younger sibling's child, who is the wife or mother of the child.
24.	“daun pepaya oooy. Sejak kapan daun pisang berubah jadi kayak gitu”	@user799629430133 commented on one of @resep_debm's posts.	One of the speakers confirmed the correct name of the leaf being cooked by @resep_debm, stating that it is papaya leaves and not banana leaves. Top of Form

The statements from 20 to 24 fall under the category of representative speech acts because, in the cooking content on the TikTok account @resep_debm, the characters mentioned are not clearly explained. This ambiguity leads viewers to question and contemplate who the mentioned characters are.

Relevance of Illocutionary Acts to Indonesian Language Learning

Learning the Indonesian language is a mandatory part of education in Indonesia. One of the goals of learning Indonesian is to enhance students' ability to communicate effectively in both written and spoken Indonesian, fostering an appreciation for the literary works of humanity in Indonesia. Indonesian plays a crucial role in the development of students' knowledge, facilitating the exchange of ideas, thoughts, and opinions while enhancing cognitive abilities. Therefore, the ability to perform illocutionary acts or communicate is essential for individuals to convey messages or goals accurately.

Current Indonesian students generally exhibit a low interest in reading, coupled with the competitive nature of the education system, demanding creativity and innovation from both teachers and students (Suragangga, 2017). The ever-changing curriculum significantly influences the moral quality of students. The new curriculum encourages students to embody the spirit of collaboration to implement the Pancasila Student Profile (Setiyaningsih & Wiryanto, 2022). The Merdeka curriculum aims to instill good moral values in students and apply them in daily life. According to Irawati et al. (2022), good character cultivates students into individuals with positive personalities, ethics, and intelligence. The mandatory Pancasila Student Profile in the Merdeka curriculum aims to help Indonesian students develop intelligence and possess good character to face the upcoming era of globalization. Teachers should provide students with the freedom to develop their potential, creating national character values aligned with Pancasila.

The relevance of illocutionary acts in the comment section of social media accounts to the formation of students' moral values lies in the fact that, in social media, many people tend to follow the crowd in commenting. This behavior demands special attention in the education sector. In the rapidly advancing era of globalization, many students neglect moral values, especially on platforms like TikTok, where negative comments and bullying are prevalent. Hence, parents and teachers must collaborate to guide and educate children to become students with good morals. Moreover, commenting should be done using respectful language.

Discussion

Indonesian plays a crucial role in the development of students' knowledge, facilitating the exchange of ideas, thoughts, and opinions while enhancing cognitive abilities. Therefore, the ability to perform illocutionary acts or communicate is essential for individuals to convey messages or goals accurately. With the Merdeka curriculum, it is hoped that current students can possess good morals and apply them in daily life. The mandatory Pancasila Student Profile in this curriculum aims to help Indonesian students develop intelligence and possess good character to face the upcoming era of globalization. The relevance of illocutionary acts in the comment section of social media accounts to the formation of students' moral values lies in the fact that, in social media, many people tend to follow the crowd in commenting. This behavior demands special attention in the education sector.

Based on the analyzed data from the comment section of the TikTok account @resep_debm, illocutionary acts are present. Three types of illocutionary acts are expressed: expressive, directive, and representative. Expressive illocutionary acts include 5 instances of praise, 5 instances of mockery, and 4 instances of expressions like apologies, encouragement, and gratitude. Directive illocutionary acts include 3 instances of advice and 2 instances of demands. Representative illocutionary acts comprise 5 instances. Expressive illocutionary acts dominate the comments section with a total of 14 instances.

Conclusion

The results and discussion reveal three types of illocutionary speech acts in the comment section of the TikTok account @resep_debm: expressive, directive, and representative acts. Expressive illocutionary acts encompass 5 instances of praising comments, 5 instances of mocking comments, and 4 instances of expressions such as apologies, encouragement, and gratitude. Directive illocutionary acts consist of 3 instances of advising comments and 2 instances of demanding comments. Representative illocutionary acts are represented by 5 instances. The dominant illocutionary speech act used by the audience in the comment section of the TikTok account @resep_debm is expressive illocution with a total of 14 instances.

In social media, especially in commenting, people often follow the crowd, and this should be a particular concern in the field of education. The connection between expressive speech acts and the formation of students' moral values underscores the demand for teachers to educate students to uphold good morals. Teachers must impart the knowledge of how to comment appropriately, especially on social media, and emphasize the use of respectful language.

In the rapidly advancing era of globalization, many students tend to prioritize moral values less, particularly in their social media interactions, such as on TikTok. Students frequently make negative comments and sometimes engage in bullying. Therefore, it is imperative for parents and teachers to collaborate in guiding and educating children to become students with strong moral values. Additionally, when commenting, it is crucial to use language that is both respectful and constructive.

References

- Almasita, S. (2021). Expressive Speech Acts in Sandiaga Uno's Podcast on Youtube: A Pragmatic Review (Doctoral dissertation, Hasanuddin University).
- Aryani, Euis., et al. (2023). Proceedings of the National Seminar on Deictic Pronouns in Video Content on TikTok Social Media Account Recipe_Inspiration_DEBM. 560–581.
- Buana, T., & Maharani, D. (2022). The Use of TikTok Application (Latest Version) and Children's Creativity. *Journal of Innovation*, 16(2), 34–44. <https://doi.org/10.33557/ji.v16i2.2227>
- Damayanti, C. (2022). Humans, Knowledge, Philosophy, and Technology: A Study, Benefits, and Contributions to Human Life. *Studia Philosophica et Theologica*, 22(2), 204–229. <https://doi.org/10.35312/spet.v22i2.440>
- Deriyanto, D., Qorib, F., et al. (2018). Students' Perception of the Use of TikTok Application at Tribhuwana Tunggaladewi University Malang. *Jisip*, 7(2), 77. www.publikasi.unitri.ac.id

- Devy, F. A., & Utomo, A. P. Y. (2021). Analysis of Representative Speech Acts in the Video "Learning with the Pomodoro Technique" on the Hujan Tanda Tanya Youtube Channel. *Journal of Education and Technology*, 1(1), 48-54.
- Hutamy, E. T., Swartika, F., et al. (2021). Students' Perception of the Utilization of TikTok as a Learning Media. *Proceedings of the 2021 National Research and Community Service Seminar*, 1(1), 1270–1281. <http://prosiding.rcipublisher.org/index.php/prosiding/article/view/294>
- Irawati, D., Iqbal, A. M., et al. (2022). Pancasila Student Profile as an Effort to Realize National Character. *Edumaspul: Journal of Education*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Jabnabillah, F., & Fahlevi, M. R. (2023). Effectiveness of Government Websites as Secondary Data Sources for Statistics Teaching Materials. 06, 59–70.
- Juliyanti, H., Oktaviana, C. N., et al. (2023). January 10, 2023. XIX(1), 1–5.
- Lailika, A. S., & Utomo, A. P. Y. (2020). Analysis of Representative Speech Acts in Deddy Corbuzier's Podcast with Nadiem Makarim - Is Lecturing Unimportant?. *Bahtera Indonesia; Journal of Research in Indonesian Language and Literature*, 5(2), 97-109.
- Libiawati, D., Indihadi, D., & Nugraha, A. (2020). Analysis of the Needs for the Preparation of Indonesian Language Teaching Materials Based on Writing Explanatory Texts. *PEDADIDAKTIKA: Journal of Scientific Research on Primary School Teacher Education*, 7(2), 77-82.
- Maharani, A. (2021). Analysis of Speech Acts and Expressive Speech Functions in the Sarah Sechan Show on Net TV. *Skripta Journal*, 7(1), 15–29. <https://doi.org/10.31316/skripta.v7i1.956>
- Murniatiningsih, S., & Anwar, M. (2023, January). Deictic Pronouns in Video Content on TikTok Social Media Account Recipe_Inspiration_DEBM. In *Proceedings of the National Research, Community Service, and Dissemination Seminar* (Vol. 1, No. 1, pp. 560-581).
- Noor, I. H. (2011). Utilization of Science and Technology in Community Service Activities at Idris HM Noor University. *Journal of Education and Culture*, 17(3), 306–315. <https://doi.org/10.24832/jpnk.v17i3.27>
- Nugrahani, F., & Hum, M. (2014). *Qualitative research methods*. Solo: Cakra Books, 1(1), 3-4.
- Olenti, N. A., Charlina, C., & Hermandra, H. (2019). Expressive Speech Acts in Twitter. *JURNAL TUAH: Journal of Language Education and Teaching*, 1(2), 148-155.
- Pujiono, A. (2021). Social Media as a Learning Medium for Generation Z. *Didache: Journal of Christian Education*, 2(1), 1. <https://doi.org/10.46445/djce.v2i1.396>
- Putri, T. D., Wardhana, D. E. C., & Suryadi, S. (2019). Directive Speech Acts in the Novel "Bidari-Bidari Surga" by Tere LiYE. *Jurnal Ilmiah Korpus*, 3(1), 108-122.
- Rachmawati, T. (2017). *Data Collection Methods in Qualitative Research*. UNPAR Press, 1, 1-29.
- Rahmania, N., Leniati, A. R., & Utomo, A. P. Y. (2022). Analysis of Types of Speech Acts in the Short Film "Berubah (2017)" on the Youtube Channel Cube Films. *Jurnal Skripta*, 8(1), 1–15. <https://doi.org/10.31316/skripta.v8i1.1977>
- Ratna Juwita, S. (2014). Expressive and Commissive Speech Acts in the Presidential Candidate Debate in Indonesia. *Jurnal Eduscience*, 3(1), 37–48.
- Rohman, T. N. (2023). Analysis of Illocutionary Speech Acts in Flirting by Women in Response to Videos of Men on the TikTok Application. *Kode: Journal of Language*, 2015, 79–94. <https://jurnal.unimed.ac.id/2012/index.php/kjb/article/view/23931>
- Sachari, A. (2007). *Visual Culture in Indonesia: Reading the Development of Visual Style in Indonesian Design in the 20th Century*. Erlangga.
- Saifudin, A. (2019). Speech Act Theory in Pragmatic Linguistic Studies. *Lite: Journal of Language, Literature, and Culture*, 15(1), 1-16.
- Saputri, U. I. (2020). Analysis of Directive Speech Act Forms in the Dialogue of the Film "Rembulan Tenggelam Di Wajahmu" by Tere Liye. *Jurnal Kajian Bahasa, Sastra dan Pengajaran (KIBASP)*, 3(2), 249-260.
- Septora, R. (2021). Analysis of Perlocutionary Speech Acts on the YouTube Social Media Channel Podcast (Pragmatic Study). *Silistik Dimensi Digital*, 1(2), 25–37.

- Setyaningsih, S., & Wiryanto, W. (2022). The Role of Teachers as Implementers of Pancasila Character Profiles in the Independent Learning Curriculum. *Jurnal Ilmiah Mandala Education*, 8(4), 2656–5862.
- Suragangga, I. M. N. (2017). Educating Through Literacy for Quality Education. *Jurnal Penjaminan Mutu*, 3, 154–163. <http://ejournal.ihdn.ac.id/index.php/JPM/article/view/195>
- Suryawin, P. C., Wijaya, M., & Isnaini, H. (2022). Speech Acts and Implicatures in Language Use. *Sinar Dunia: Journal of Social Research, Humanities and Education*, 1(3), 34-41.
- Wahyudi, H. S., & Sukmasari, M. P. (2018). Technology and Community Life. *Journal of Sociological Analysis*, 3(1). <https://doi.org/10.20961/jas.v3i1.17444>
- Wijayanti, M. (2020). IN THE ANTHOLOGY OF THE LAST BREAKFAST SCRIPT. Zis, S. F., Effendi, N., & Roem, E. R. (2021). Changes in Communication Behavior of Millennials and Generation Z in the Digital Era. *Satwika: Cultural Studies and Social Change*, 5(1), 69–87. <https://doi.org/10.22219/satwika.v5i1.15550>
- Ziveria, M. (2017). Utilization of Facebook Social Media as an Effective Support for Lecture Activities in the Information Systems Study Program at the Institute of Technology and Business Kalbe. *Journal of Science and Technology*, 4(2), 169–178. https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=cIEQwyAAAAAJ&citation_for_view=cIEQwyAAAAAJ:LkGwnXOMwfcC
- Zubaidi, A., Junanah, J., & Shodiq, M. J. (2021). Development of Al-Kalâm Skill-Based Learning Media Using Social Media TikTok Application.