

Forms of Directive and Expressive Illocutionary Speech Acts on Instagram Social Media in The Captions of The @ganjar_pranowo Account and Their Implications for Indonesian Language Learning

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Abstract

The purpose of this research is to analyze the form of the directive and expressive illocutionary speech acts in the caption of the Instagram social media account @ganjar_pranowo and analyze its implication in Indonesian language learning. The writer wants to know the form of speech acts and their implementation in Indonesian language learning. The research technique used is descriptive qualitative with the object of this research being the form of directive and expressive illocutionary speech acts on the @ganjar_pranowo account caption. The data collection technique used is a listening technique, note capture screen (screenshot), with data analysis using qualitative analysis technique. The results of the research based on the analysis that has been done by the author show the form and use of directive and expressive illocutionary speech acts in the caption on the Instagram account @ganjar_pranowo namely there is a total of 25 data that have been analyzed, directive speech acts with a total of 9 data and expressive speech acts 16 data that has been analyzed. From the data that has been analyzed, the data that is often used by speakers to write Instagram captions on the @ganjar_pranowo account is asked with 3 data for directive speech acts and 7 data to say thank you for expressive speech acts and can be linked in the implications of argumentation texts, namely structure, content, and linguistic rules.

Keywords: Illocutionary, Directive and Expressive Speech Acts, Indonesian Language Learning

Introduction

Helda (2023) Language and politeness are closely bound together, Murti, (2019) states that language is an element that cannot be separated from human life in everyday life, language is a tool used to interact with one another in society. At this time communicating both directly and indirectly humans convey/share information in the form of ideas, thoughts, intentions, feelings, and emotions. Chaer (2010:15) argues that language is used by speakers to communicate or interact in an utterance.

Alfiansyah (2021) argues that pragmatics is a branch of linguistics that concentrates on the conceptual meaning conveyed by the speaker or writer and interpreted by the interlocutor who acts as a listener or reader so that the meaning of the speech is known. Speech acts are a topic that is often discussed in pragmatics. Speech acts can produce a psychological impact on speech partners. The implementation of pragmatics theory can be applied in research in various fields such as medicine, society, education, and so on. George Yule (2006) in Oktapiantama, (2021) argues that an action that produces an utterance containing interconnected actions. Austin (1975) divides speech acts into three types, namely locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts.

Handayani (2016) divides illocutionary speech acts into five types, namely the first assertive (representative) illocutionary speech act which means that the speaker is bound by the truth of the proposition that has been expressed, such as arguing, identifying, reporting, stating, and complaining. Second, directive illocutionary speech acts aim to make speech partners produce an action desired by the speaker, such as ordering, requesting, commanding, advising, asking, and demanding. Third, commissive illocutionary speech acts bound speakers to a future action, such as promising, threatening, swearing, and offering. The fourth expressive illocutionary speech act expresses the speaker's psychological attitude towards the situation revealed in the illocution, such as congratulating, condoling, apologizing, thanking, praising, congratulating, and welcoming. The five illocutionary speech acts of declaration of the successful implementation of this illocution will result in the conformity between the content of the proposition and the reality, such as baptizing, declaring war, firing, punishing, and so on. Of the five types of illocutionary speech acts above, the focus of this research is the type of directive illocutionary speech acts and expressive illocutionary speech acts.

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In this study, researchers will analyze captions on Instagram social media, namely the @ganjar_pranowo account. Faizin (2022) argues that technological progress is currently developing very quickly and people continue to keep up with the times so as not to be left behind. Wahyuni (2018) at this time many people use social media, including at least one social media account. One of the most popular social media is Instagram. The use of Instagram is very easy, has a very contemporary concept or appearance, is always updated, and provides interesting features that do not bore the Instagram users themselves.

The purpose of this study is to analyze the form of the directive and expressive illocutionary speech acts in Instagram social media account captions and analyze their implications for Indonesian language learning.

Research relevant to this study was conducted by Helda, M and Fahmawati, F. (2023) that the result of this study is that it can be found that there are five functions of expressive speech, namely 1) the function of expressive speech to blame, 2) expressive speech to congratulate, 3) expressive speech to praise, 4) expressive speech to thank, 5) expressive speech to condole. This research can conclude that the most widely used expressive speech research by speakers in the @pkucity Instagram comment column is the form of expressive speech of blame because many people feel harmed by government policies when raising fuel.

The next relevant research was conducted by Wahyuni, S. T., & Retnowaty, R. (2018) the results of this study from the category of illocutionary speech acts and the function of illocutionary speech acts there are 28 data, namely a) the form of assertive speech acts states and suggests, b) the form of directive speech acts commands, pleads, advises and recommends, c) the form of expressive speech acts thanks, apologizes and blames, d) the form of commusive speech acts this speech is not found in Islamic account captions on Instagram, e) the form of declarative speech acts resigned. Speech acts that are often used by speakers can be categorized as assertive speech acts with the amount of data 11 while the least speech acts used by speakers are assertive.

The next relevant research was conducted by Anggraeni, P. N., & Yudi, A. P., (2021) the purpose of the study was to describe Dilan's expressive speech acts in the movie Dilan 1990. This research approach uses a qualitative description method, and data collection in this study using listening techniques and notes. This research data is in the form of Dilan's speech calls in the form of expressive speech acts. The source of data in this research is the whole movie Dilan to Milea in the movie Dilan 1990. This research can be expected to identify expressive speech acts on Dilan. From this research, expressive speech acts that are often used in Dilan to Milea are expressive speech acts of praising, apologizing, congratulating, and criticizing.

Method

This research uses a qualitative approach with descriptive methods. Qualitative research is conducted thoroughly on an object that will be examined on the Instagram account caption @ganjar_pranowo. The type of research used is descriptive qualitative, which describes the types of illocutionary speech acts contained in the @ganjar_pranowo Instagram account. Amalia (2019).

Anggraeni (2021) in this study, the authors used primary data. Data collection using listening, notes, and screenshots of captions on the @ganjar_pranowo account on Instagram social media. The data collection technique in this research uses listening, note, and documentation techniques. The listening technique in this study is in the form of written data contained in the Instagram caption of the @ganjar_pranowo account Then the note technique, in the form of the author recording the data that has been found in the caption of the @ganjar_pranowo Instagram account Then there is a documentation technique, this technique is in the form of screenshot documentation of @ganjar_pranowo Instagram account captions.

Findings and Discussion

1. Forms of Directive and Expressive Acts

1.1 Directive Illocutionary Speech Acts

In illocutionary speech acts, there are directive speech acts. According to Tarigan (2015: 43) Yanti (2022) says "Directive speech acts are intended to give some effect through the actions of the listener, for example: ordering, ordering, pleading, asking or demanding, and suggesting or advising".

1.1.1 Order

- (1) The term *unsung hero* is indeed suitable for teachers, especially with such dedication. We have sought the welfare of teachers through a policy so that Non-Permanent Teachers (GTT) get a salary equivalent to UMR and there are still other benefits. We believe that if the teachers are prosperous, *Insyallah*, they will also be happy teaching, so that the knowledge will reach the students.

Sebutan Pahlawan tanpa tanda jasa itu memang cocok disematkan pada guru, apalagi dgn pengabdian seperti demikian. Kami telah mengupayakan kesejahteraan guru melalui kebijakan agar Guru Tidak Tetap (GTT) mendapatkan gaji setara UMR dan masih ada tunjangan lainnya. Kami percaya jika gurunya sejahtera, InsyaAllah akan dgn bahagia pula mengajarnya, sehingga ilmunya akan benar-benar sampai pada siswa.

- (2) Do not create and spread hoaxes. From ourselves first, if each of us has that awareness, then we are ready to face a safe and peaceful election. Different choices, it doesn't matter, we need to protect each other.

Jangan menciptakan dan menyebarkan hoaks. Dari diri sendiri dulu, kalau masing-masing punya kesadaran itu, maka kita siap hadapi Pemilu g aman dan damai. Pilihan beda, tidak masalah, kita sama-sama menjaga.

The utterance of data (1) is included in the directive speech act of ordering. This can be seen with the words "**we have tried**" which means that the speaker has ordered through policies so that Non-Permanent Teachers (GTT). Speech (2) is included in the directive speech act of ordering. This can be seen with the word "**don't**" which means that the speaker orders the speech partner not to spread hoax news. Therefore, speech acts (1) and (2) are included in the directive speech act of ordering.

1.1.2 Begging

- (3) Try a boat with an electric or battery-energized engine. There is no sound, so it is not noisy. We are synergizing with PLN, providing battery-based electric-powered fishing Boats for small fishermen. This is one of our steps to realize the energy transition. Fishermen become more efficient, reducing operational costs when going to sea. Gradually we will adopt it in other areas as well, hopefully, the benefits of this energy transition can be felt.

Mencoba perahu yg mesinnya berenergi listrik atau baterai. Tidak ada suaranya, jd tdk berisik. Kami bersinergi bersama PLN, memberikan Kapal Nelayan Bertenaga Listrik berbasis baterai untuk nelayan kecil. Ini adalah salah satu langkah kami mewujudkan transisi energi. Nelayan jadi lebih hemat, mengurangi biaya operasional saat melaut. Bertahap akan kita adopsi di daerah lain juga, semoga manfaat transisi energi ini bisa terasa.

Speech (3) is included in the directive speech act of begging. This can be seen in the word "**gradually**" which means that the speaker requests that battery-based electric-powered fishing boats be used in other areas as well. Therefore, speech act (3) is included in the directive speech act of pleading.

1.1.3 Request

- (4) Clean water is one of the basic needs of society that must be available. Alhamdulillah, the Gandrungmangu Water Supply System (SPAM) has been completed and can be used with a capacity of 100 liters per second. This is because this area is one of the drought-prone areas. This is one of our efforts in addition to providing clean water to the community, it can also be a water storage so that during the dry season there will be no more worries. Please take care and maintain the existing SPAM together, utilizing it as much as possible.

Air bersih menjadi salah satu kebutuhan dasar masyarakat yg harus ada. Alhamdulillah, Sistem Penyediaan Air Minum (SPAM) Gandrungmangu ini sudah selesai, bisa digunakan dgn kapasitas 100liter per detik. Karena daerah ini salah satu yg jadi titik rawan bencana kekeringan. Ini salah satu upaya kita selain menyediakan air bersih pada masyarakat, bisa jadi penyimpanan air juga agar kalua musim kemarau tdk waswas lagi. Dirawat dan dijaga bersama SPAM yg sudah ada, dimanfaatkan secukupnya.

- (5) Since long ago, Central Java has always been investment friendly. We create an open climate for all who want to invest, of course with the right track. But, to build it, we must be consistent and maintain integrity. Do not let investors retreat and be lazy to invest because there are unscrupulous people. After I retire, the investment-friendly climate in Central Java must be maintained. So, please once together we synergize to realize it.

*Sejak dulu, Jateng selalu ramah investasi. Kami ciptakan iklim terbuka pada semua yg mau berinvestasi tentunya dgn track yg benar. Tapi, utk membangun itu, kita harus konsisten dan integritasnya dijaga. Jangan sampai investor pada mundur dan malas utk berinvestasi karena ada oknum yg nakal. Setelah saya purna, iklim ramah investasi di Jateng harus tetap terjaga. Maka, **tolong sekali** bersama kita bersinergi utk mewuludkannya.*

- (6) The potential for labor in Central Java is very much, so we accommodate the service providers and job seekers in one application, namely e-makaryo. To date, there are more than 3,500 job vacancies from 1,500 job providers in e-makaryo. The vacancies can be filtered by district/city so that you can find work in the nearest domicile, there is also information about training because we also collaborate with the Job Training Center (BKK) and Job Training Institution (LPK). Can be informed your friends, relatives, and relatives who are still looking for work, can go directly to e-makaryo or through the link bursakerja.jatengprov.go.id

*Potensi tenaga kerja di Jateng sangat banyak, maka kami mewadahi para penyedia kerja dan pencari kerja dalam satu aplikasi yaitu e-makaryo. Hingga saat ini, ada lebih dari 3.500 lowongan kerja dari 1.500an penvedia kerja di e-makaryo. Lowongannya bisa difilter per Kab/Kota sehingga bisa cari kerja di domisili terdekat, ada juga info tentang pelatihan karena kami juga kerjasama dgn Balai Latihan Kerja (BKK) dan Lembaga Pelatihan Kerja (LPK). **Bisa difokan** pada teman, saudara, kerabatmu yg masih cari kerja, bisa langsung ke e-makaryo atau melalui link bursakerja.jatengprov.go.id*

Speech (4) is included in the directive speech act of asking. This can be seen in the words "**guarded together with SPAM**" which means that the speaker asks the community to be able to care for and keep the water clean because water is very important for natural resources. Speech (5) is included in the directive speech act of asking. This can be seen in the word "**please once**" which means that when the speaker is retired, the speaker asks that the water remain consistent to invest. Speech (6) is included in the directive speech act of asking. This can be seen in the words "**can be informed**" which means that the speaker asks to inform friends or relatives who want to find a job directly to e-makaryo or through the link bursakerja.jatengprov.go.id. Therefore, the utterances (4), (5), and (6) are included in the directive speech act of asking.

1.1.4 Demanding

- (7) Schools are prohibited from withholding diplomas Since I opened the school levy complaint post. There have been 842 complaints that we have directly followed up with the school. Of that number, 323 complaints have been resolved and 120 complaints are in progress to be resolved. Of the 842 complaints, not all were related to levies. There is also a matter of withholding certificates by schools because students are in arrears with payments. In this case, I instructed all schools to clear the arrears and immediately hand over the diploma. Because the diploma is the student's right. If to this day there are still diplomas being withheld, please report it. Of course, the only schools that I can directly execute are State SMA/SMK/SLB schools. The rest is the authority of the regent/mayor or the Ministry of Religious Affairs. Please pray that we can work well for better education for our children.

*Sekolah Dilarang Menahan Ijazah Sejak saya buka posko pengaduan pungutan sekolah. Sudah ada 842 aduan yang langsung kami tindaklanjuti ke pihak sekolah. Dari jumlah itu sebanyak 323 aduan sudah selesai dan 120 aduan berprogres utk diambil langkah penyelesaian. Dari 842 aduan itu ternyata tidak semua terkait pungutan. Ada juga soal ditahannya ijazah oleh sekolah karena siswa menunggak pembayaran. Pada kasus in saya instruksikan seluruh sekolah untuk memutihkan tunggakan dan langsung menyerahkan ijazah. Karena ijazah adalah hak siswa. Jika sampai hari ini mash ada ijazah yang ditahan **silahkan dilaporkan**. Tentu saja yang bisa langsung saya eksekusi hanya sekolah SMA/SMK/SLB Negeri. Selebihnya adalah kewenangan temen-temen bupati/walikota atau Kemenag. Mohon doa semoga kami bisa bekerja dengan baik demi pendidikan yang lebih baik untuk anak-anak kita.*

Speech (7) is included in the direct speech act of demanding. This can be proven in the word "**please report**" which means that the speaker hopes that all high school / vocational school students' diplomas will be immediately distributed even though they have not paid in full, if this is not carried out the speech partner is allowed to sue him. Therefore, the utterance (7) is included in the speech act of demanding.

1.1.5 Suggesting / Advising

- (8) Try a boat with an electric or battery-energized engine. There is no sound, so it is not noisy. We are synergizing with PLN, providing battery-based electric-powered fishing Boats for small fishermen. This is one of our steps to realize the energy transition. Fishermen become more efficient, reducing operational costs when going to sea. Gradually we will adopt it in other areas as well, hopefully, the benefits of this energy transition can be felt.

*Mencoba perahu yg mesinnya berenergi listrik atau baterai. Tidak ada suaranya, jd tdk berisik. Kami bersinergi bersama PLN, memberikan Kapal Nelayan Bertenaga Listrik berbasis baterai untuk nelayan kecil. Ini adalah salah satu langkah **kami mewujudkan** transisi energi. Nelayan jadi lebih hemat, mengurangi biaya operasional saat melaut. Bertahap akan kita adopsi di daerah lain juga, semoga manfaat transisi energi ini bisa terasa.*

- (9) An act of demoralization in the form of corruption can happen anywhere and anytime even if the opportunity is small. What makes it happen? Intention. Let's not let the story of the deep-rooted culture of corruption and nepotism reach our children and grandchildren. We must dare to break the chain. Take a stand, hold integrity, and set a good example. If our surroundings have not, then we must start. Start from ourselves.

*Tindakan demoralisasi berupa korupsi, bisa terjadi dimana saja dan kapan saja walau kesempatannya kecil. Apa yg membuat itu terjadi ? Niat. Janganlah cerita mengakarnya budaya korupsi dan nepotisme itu sampai ke generasi anak cucu kita. Harus berani kita putus mata rantainya. Ambil sikap, pegang integritas, beri contoh yg baik. Jika sekitar kita belum, maka kita yg memulai. **Mulailah** dari diri kita sendiri.*

Speech (8) is included in the directive speech act of suggesting. This can be seen in the words "**our steps realize**" which means that the speaker wants to send the best shipping facilities. Speech (9) is included in the directive speech act of advising. This can be seen in the word "**start**" which means that the speaker advises the speaking partner that we must set a good example to the next generation, and not tell stories about corruption. Therefore, speech acts (8) and (9) are included in the directive speech act of suggesting/advising.

1.2 Expressive Illocutionary Speech Acts

Supriyadi (2011: 64) in Irma (2017) adds that this expressive speech act is retrospective and involves the speaker. Expressive speech acts include sympathizing, forgiving, condoling, being concerned, and so on. The forms of expressive speech include congratulating, thanking, criticizing, complaining, wondering, praising, and apologizing.

1.2.1 Congratulating

- (10) Happy birthday ma'am @puanmahaniriri. May you always be healthy and blessed
***Selamat ulang tahun** ya Mbak @puanmahaniriri. Semoga sehat dan berkah selalu*
- (11) Rasulullah Muhammad SAW is the greatest blessing for the universe. He not only perfected the teachings of religion but also brought humanity to the status of the noblest creature. Congratulations on commemorating the birthday of the Prophet Muhammad SAW. May we be listed as his people who get syafa'at in the world until the hereafter.
*Rasulullah Muhammad SAW adalah nikmat terbesar bagi alam semesta. Dia bukan hanya menyempurnakan ajaran agama, tapi juga membawa manusia pada derajat sebagai makhluk paling mulia. **Selamat** memperingati Maulid Nabi Muhammad SAW. Semoga kita tercatat sebagai umatnya yang memperoleh svafa'at di dunia hingga akhirat.*
- (12) Happy 25th anniversary to PKB. May it strengthen the determination of the cadres and sympathizers for the revival of the nation and state. Because PKB has a long history of maintaining peace in the diversity of Indonesia.

Selamat Harlah ke 25 untuk PKB. Semoga semakin meneguhkan tekad para kader dan simpatisan demi kebangkitan bangsa dan negara. Karena PKB memiliki sejarah panjang dalam menjaga perdamaian dalam keragaman Indonesia.

Speech (10) is included in the expressive speech act of congratulating. This can be seen in the word "**Happy birthday**" which means that the speaker congratulates the birthday to Ms. @puanmahaniri. Speech (11) is included in the expressive speech act of congratulating. This can be seen in the word "**congratulations**" which means that the speaker congratulates the speaking partner to commemorate the prophet's maulud day. Speech (12) is included in the expressive speech act of congratulating. This can be seen in the word "**Congratulations**" which means that the speaker congratulates the PKB for having a long history of maintaining peace. Therefore, utterances (10), (11), and (12) are included in the expressive speech act of congratulating.

1.2.2 Thank you

(13) While young, don't be lazy to exercise to age healthily and happily. Thank you, Mr. @hary.tanoesoedibio and friends for accompanying me on my morning exercise. Always be successful.

*Selagi muda jangan malas berolahraga agar menua dengan sehat dan bahagia. **Makasih** ya Pak @hary.tanoesoedibio dan temen-temen sudah nemeni olahraga pagi. Sukses selalu ya.*

(14) It's great to be back on this blue campus and discuss ideas for Indonesia. Thank you Mbak @naiwashihab and the entire Gadjah Mada University family.

*Senang sekali bisa kembali ke kampus biru ini dan mendiskusikan gagasan untuk Indonesia. **Terimakasih** Mbak @naiwashihab dan seluruh keluarga Universitas Gadjahmada*

(15) Thank you, friends of Fisip University of Indonesia for this extraordinary welcome and space. This is how we raise Indonesia's class as a democracy. Through discussion and exchange of ideas. I was really surprised that someone suddenly gave me a hard copy of my thesis. Wow, I remember the times when I was mentored by these great lecturers at the University of Indonesia. Thank you.

***Terimakasih** ya temen-temen Fisip Universitas Indonesia atas sambutan dan ruang yang luar biasa ini. Memang beginilah cara kita menaikkan kelas Indonesia sebagai negara demokrasi. Lewat diskusi dan bertukar pikiran. Surprise banget tiba-tiba ada yang ngasih hardcopy tesis saya dulu. Wah jadi keinget masa-masa dibimbing oleh dosen-dosen hebat Universitas Indonesia ini. **Makasih** ya.*

(16) Thank you TNI Polri Retirees for inviting me. We only share stories, about how to become one of Indonesia in the future. Our challenge is a new war in the future, which can be faced if we put aside differences. We are all one, for Indonesia.

***Terima kasih** para Purnawirawan TNI Polri yg sudah mengundang saya. Kita hanya berbagi cerita, bagaimana menjadi satu Indonesia ke depannya. Karena tantangan kita adalah perang baru di masa depan, y jelas bisa dihadapi jika kita mengesampingkan perbedaan. Kita semua satu, untuk Indonesia.*

(17) Thank you for the warm welcome from my brothers and sisters in Banjarmasin. This sister's sweet smile stayed with me until I returned home.

***Terima kasih** atas sambutan hangatnya saudara-saudaraku di Banjarmasin. Senyum manis adik ini melekat sampai saya pulang.*

(18) THANK YOU PAK JOKOWI for reviewing infrastructure development projects in Central Java. Cooperation between the center and the regions has been the key to providing planned and directed public services and facilities for the sake of community development and welfare.

***TERIMAKASIH** PAK JOKOWI sudah berkenan meninjau proyek pembangunan infrastruktur di Jateng. Gotong royong pusat dan daerah selama ini menjadi kunci kita menyediakan pelayanan dan fasilitas publik yang terencana dan terarah demi kemaiuan dan kesejahteraan masyarakat.*

(19) Thank you mas Gibran and Kang Bima Arya, for accompanying me to greet the people of Bogor.

***Terima kasih** mas Gibran dan Kang Bima Arya, sudah nemenin menyapa masyarakat Bogor*

Speech (13) is included in the expressive speech act of thanks. This can be seen in the word "**makasih**" which means that the speaker thanks Mr. Hary for accompanying him to exercise. Tutaran (14) is included in the expressive speech act of thanks. This can be seen in the word "**thank you**" which means that the speaker thanks naiwashihab and all residents of Gajahmada University. Tutaran (15) is included in the expressive speech act of thanks. This can be seen in the word "**thank you**" which means that the speaker thanks the friends of Fisip University of Indonesia for the welcome that has been given. Speech (16) is included in the expressive speech act of thanks. It can be seen in the word "**thank you**" which means that the speaker thanks the TNI police for inviting them. Speech (17) is included

in the expressive speech act of thanks. This can be seen in the word "**thank you**" which means that the speaker thanks the brother in Banjarmasin for the warm welcome that has been given. Speech (18) is included in the expressive speech act of thanks. This can be seen in the word "**Thank you**" which means that the speaker expresses his gratitude to Mr. Jokowi because he has deigned to review infrastructure development projects in Java. Speech (19) is included in the expressive speech act of thanks. This can be seen in the word "**thank you**" which means that the speaker thanks Mas Gibran and Kang Bima for accompanying him to greet the people of Bogir. Therefore, speech (13) to speech (19) is included in the expressive speech act of saying thank you.

1.2.3 Criticize

(20) Everyone has the right to get a decent job and to be treated equally with anyone. Because everyone has their strengths. Don't compare and contrast. We can find an example of this application at BUMI Pospera. Our disabled friends are very well employed here. Some take care of the cafe, some are in the workshop, car salon, and car wash. If you are around Jakarta, just come here. Jalan Basuki Rahmat number 2 Cipinang Muara Jaktim. Okay?

*Semua punya hak untuk memperoleh pekerjaan yang layak, memperoleh perlakuan setara dengan siapapun. Karena setiap orang punya kelebihan masing-masing. **Jangan dibanding-bandingkan.** Tauladan penerapan itu bisa kita temui di BUMI Pospera ini. Temen-temen difabel dipekerjakan dengan sangat baik di sini. Ada yang jaga cafe, ada yang di bengkel, salon mobil sampai cuci mobil. Kalau kamu ada di sekitaran Jakarta langsung ke sini aja. Jalan Basuki Rahmat nomor 2 Cipinang Muara Jaktim. Oke?*

Speech (20) is included in the expressive speech act of criticizing. It can be seen in the word "**don't compare**" which means that the speaker tells the speaking partner that everyone has their strengths and weaknesses so never compare people with each other. Therefore, speech act (20) is included in the expressive speech act of criticizing.

1.2.4 Complain

(21) Don't ruin your morning with grumpiness and laziness. Let's exercise with our loved ones so that we can age happily. *Jangan rusak pagimu dengan **sambat** dan malas-malasan. Ayo olahraga ajak orang tercinta agar kita menua dg bahagia.*

Speech (21) is included in the expressive speech act of complaining. This can be seen in the word "**sambat**" which has the intention of the speaker to tell the speech partner not to sambat, the word sambat in Indonesian means complaining. Therefore, speech act (21) is included in the expressive speech act of complaining.

1.2.5 Praising

(22) Even though it was delayed, thank God I was finally able to join the discussion and exchange ideas with @fisip_u friends. I even got more because I could have a thin reunion as well as visit the lecturer who used to guide my thesis. Very grateful. Thank you

*Meski sempet kepending, alhamdulillah akhirnya bisa gabung diskusi dan bertukar pikiran bareng temen-temen @fisip_u Bahkan malah **dapet lebih** karena bisa reuni tipis-tipis sekaligus sowan ke dosen yang dulu bimbing tesis. Bersyukur banget. Makasih ya*

(23) Whatever the event, if the one in control is the youth, the results must be extraordinary. Not only the packaging of the event but the roadmap for future execution is also taken seriously. That is the core strength of this event, @ideafestid. Thank you friends for giving me this extraordinary opportunity. Thank you also for sharing your knowledge, Mas @KikiAuliaUcup and Mbak @ginasnoer.

*Apapun acaranya, kalua yang megang kendali adalah pemuda hasilnya pasti **luar biasa**. Bukan Cuma kemasan acaranya, roadmap eksekusi dimasa mendatangnya juga digarap dengan serius. Itulah kekuatan inti acara ini, @ideafestid. Makasih ya temen-temen sudah memberi kesempatan yg luar biasa ini. Makasih juga atas sharing ilmu dan pengetahuannya ya Mas @KikiAuliaUcup dan Mbak @ginasnoer*

(24) Everything about women is special. Multitalent, so any role can be. And certainly, integrity is high if you already hold responsibility. So, we build equality, so that roles are divided and we can participate for the country.

*Semua hal tentang perempuan itu **istimewa**. Multitalent, jadi peran apa saja bisa. Dan yg pasti, integritasnya tinggi jika sudah memegang tanggungjawab. Maka, kesetaraan kita bangun, agar peran itu terbagi dan kita bisa berpartisipasi untuk negeri.*

Speech (22) is included in the expressive speech act of praise. This can be proven in the words "**get more**" which means that the speaker praises being able to gather with friends and have the opportunity to meet with lecturers who used to guide the thesis. Speech (23) is included in the expressive speech act of praise. This can be proven in the word "**extraordinary**" which means that the speaker praises the young people if an event that compiles young people will run well and lively. Speech (24) is included in the expressive speech act of praise. This can be seen in the word "**special**" which means that the speaker praises the woman as special, she can do everything and be responsible. Therefore, the utterances (22), (23), and (24) are included in the expressive speech acts of praise.

1.2.6 Apologizing

(25) Every awal must have an end. Every sentence must have a comma and a period. #Thank you, Central Java, for all your love and enthusiasm. I apologize for all my mistakes. Stay in harmony and let's continue the struggle.
*Setiap awal pasti ada akhir. Setiap kalimat past menghadirkan koma dan titik. #Terimakasih JawaTengah atas segala cinta dan semangatnya. Saya **menghaturkan maaf** atas segala khilaf. Tetap guyub rukun dan mari laniutkan perjuangan.*

Speech (25) is included in the expressive speech act of apologizing. This can be proven in the word "**apologize**" which means that the speaker speaks to apologize to the speech partner. Therefore, Speech (25) is included in the expressive speech act of apologizing.

2. Implementation in Indonesian Language Learning

Dharmana (2019) argues that learning is a process carried out by students or educators both individually and in groups to acquire a skill by paying attention to the surrounding environment. Indonesian language learning subjects in the 2013 curriculum emphasize that competition, attitudes, knowledge, and skills are very important, in students' language skills are formed through continuous learning through text. The results of the research material analysis of directive illocutionary speech acts and expression speech acts on Instagram social media on Indonesian language learning argumentation text material by KD 3.3 Analyze the structure, content (problems, argumentation, knowledge, and recommendations), language of argumentation texts heard and/or read at the high school level. Nofitria (2017) argues that argumentation is one of the texts that must involve students to read critically. Argumentation text contains opinions about a problem or event accompanied by supporting evidence or facts so that it convinces the reader.

Table 1. Basic Competencies

No.	Initial Competency	No.	Competency Achievement Indicators
3.3	Analyze the structure, content (problem, argumentation, knowledge, and recommendation), and language of argumentation texts heard and or read.	3.3.1	Identify the structure of argumentation texts heard and or read.
		3.3.2	Identify problems discussed in argumentation texts heard and or read
		3.3.3	Identify arguments used to support issues in argumentation texts heard and/or read
		3.3.4	Identify the knowledge used to support the argumentation in the argumentation texts heard and or read

Directive illocutionary speech acts and speech acts of expression can be used to support the structure of argumentation texts, namely problems, arguments, knowledge, and recommendations. Directive illocutionary speech acts and speech acts of expression can be used to express the problems discussed in argumentation texts. For example, the directive illocutionary speech act "Let's discuss the problem of flooding in Jakarta" can be used to express the problem of flooding in Jakarta.

Directive illocutionary speech acts and expressive speech acts can be used to support the arguments used in argumentation texts. For example, the expressive illocutionary speech act "I am very concerned about the flooding in Jakarta" can be used to support the argument that flooding in Jakarta is a serious problem. Directive illocutionary speech acts and expressive speech acts can be used to explain the knowledge used as the basis for the argument. For example, the directive illocutionary speech act "Let's look at the data from the Meteorology, Climatology and Geophysics Agency (BMKG)" can be used to explain knowledge about weather conditions in Jakarta that can cause flooding.

Directive illocutionary speech acts and expressive speech acts can be used to convey the recommendations given in the argumentation text. For example, the directive illocutionary speech act "Let us together protect the environment so that there will be no more floods" can be used to convey the recommendation that people protect the environment so that there will be no more floods. Directive illocutionary speech acts and speech acts of expression can be used to express the content of argumentation texts, namely the problems discussed, the arguments used to support the problems, the knowledge used as the basis of the argument, and the recommendations given to overcome the problems.

Directive illocutionary speech acts and expression speech acts can be used to strengthen arguments in argumentation texts. For example, the directive illocutionary speech act "Let us prove that Indonesia is capable of becoming a developed country" can be used to strengthen the argument that Indonesia is capable of becoming a developed country.

Here are some examples of the application of directive illocutionary speech acts and expression speech acts in argumentation text learning:

2.1 Learning the structure of argumentation text

Teachers can use the material of directive illocutionary speech acts and speech acts of expression to explain the structure of argumentation text to students. Teachers can provide examples of argumentation texts that use directive illocutionary speech acts and speech acts of expression to support problems, arguments, knowledge, and recommendations.

2.2 Learning the content of argumentation text

Teachers can use the material of directive illocutionary speech acts and speech acts of expression to explain the content of argumentation text to students. The teacher can provide examples of argumentation texts that use directive illocutionary speech acts and speech acts of expression to express problems, arguments, knowledge, and recommendations.

2.3 Learning the language of argumentation texts

Teachers can use the material of directive illocutionary speech acts and expressive speech acts to explain the use of language in argumentation texts. Teachers can give examples of argumentation texts that use directive illocutionary speech acts and speech acts of expression to strengthen arguments.

In general, the materials of directive illocutionary speech acts and expression speech acts have positive implications for argumentation text learning. The material can help students to understand the structure, content, and language of argumentation text.

Conclusion

From the research that has been conducted, it can be concluded that the amount of data that has been analyzed is 25 data, directive illocutionary speech acts have 9 data, directive speech acts function as directive speech acts intended to give some effects through the actions of the listener such as ordering, ordering, begging, asking or demanding, and suggesting or advising, from the 9 data that has been analyzed, the most widely used speech by speakers in Instagram captions on the @ganjar_pranomo account is the directive speech function of asking with 3 data.

Then there is research on expressive illocutionary speech acts, the results of research that have been researched have a total of 16 data, expressive illocutionary speech acts function as expressing the speaker's psychological attitude towards the circumstances revealed in illocution, such as congratulating, condoling, apologizing, thanking, praising, congratulating and welcoming from 16 data that has been analyzed the most used speech acts by speakers on Instagram captions @ganjar_pranomo account, namely expressive speech acts of thanks with a total of 7 data.

Directive illocutionary speech acts and expression speech acts can be used to support the structure, content, and language of argumentation texts. In general, the material of directive illocutionary speech acts and expression speech acts has positive implications for the learning of argumentation texts. The material can help students to understand the structure, content, and language of argumentation text.

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