STUDENT'S EXPRESSIVE SPEAK WITH TEACHER IN VOCATIONAL HIGH SCHOOL

Findi Setya Pambudi[1], Gatut Susanto[2], Nurchasanah[3]
[123]Universitas Negeri Malang; Indonesia
Correspondence email; findisetya05@yahoo.com[1]

Abstract	This study analyzes the expressive speech politeness of students and teachers at An-Nur Bululawang Vocational School, Malang Regency. This study aims to determine the form of expressive speech politeness and the function of students' expressive speech politeness toward teacher speech at school. This research was conducted using a qualitative approach. This type of research is a type of pragmatic research. The data in this study are in the form of speech between students and teachers in expressive politeness at school. The data source for this research was in the form of recordings of students' and teachers' speeches, which were then transcribed in written form. Data collection techniques in this study used observation and recording techniques. Data analysis in this study used the Miles and Huberman interactive model in general, covering three stages, namely (1) data collection, (2) data reduction, and (3) data presentation. The results of this study indicate that (1) the forms of expressive speech between students and the teacher, namely declarative speech forms, imperative speech forms, and interrogative speech forms, and (2) the function of expressive speech politeness between students and teachers, namely the politeness function of expressive speech pleasure, thank you, apologize, complain, greet, praise, tease, and tease. The use of expressive politeness between students and teachers at school is used relevantly according to the context, and this expressive speech can help students convey emotional feelings to the teacher so that in the learning process, they easily achieve learning goals and can motivate students' development while at school.
Keywords	Expressive, politeness, speech act, SMK An-Nur Bululawang

INTRODUCTION

The importance of language politeness in the educational environment acts as a place to accustom students to behave and speak politely. The use of polite language is the right tool for interacting. An-Nur Bululawang Middle Vocational School Malang has a boarding school-based school background with religious values. The presence of students from different regions and cultural ethnicities, as well as language patterns based on environmental factors, can affect politeness in language. This difference makes students have different levels of politeness. Students need to be fostered to speak politely as the next generation of the nation. If students are allowed to speak impolitely, then the values of politeness that have been taught from generation to generation can be eroded by arrogant, rude attitudes and loss of ethical and religious values. The teacher has an important role in shaping students' speech politeness by providing a reflection on acting and speaking politely. Student speech with the teacher is a process of conveying a word or sentence that aims to build information and clarify the intent of an action that has a specific function, purpose, and purpose. This is influenced by the existence of language situations and contexts, which play an important role in speech events because the context includes various information contained in the meaning of an utterance, for example, the time, place, and situation of the utterance.

According to Pranowo (2009), there are six suggestions for ensuring speech reflects politeness in an educational environment. The following are six suggestions for maintaining politeness in the educational environment, namely (1) asking for "please" when you need help, (2) asking for "sorry" if there is a possibility of hurting other people's feelings, (3) saying "thank you" as a sign of appreciation when receiving assistance, (4) using the word "regarding" when asking someone to do something, (5) using the word "he" to refer to a respected third person, and (6) calling someone "Mr/Ms." These six suggestions should be followed when talking with speech partners to build a good relationship. Language politeness is supported by physical gestures in speaking so that the other person is not offended or angry. The ethics of speaking through physical movements is related to two things, namely, kinesthetic and proxemic. Kinesthetic relates to facial movements, facial expressions, standing positions, hand movements, shoulders, head, and so on. At the same time, proximity relates to body distance in speaking. The body distance between speakers and speech partners also needs to be maintained based on local culture. Politeness in verbal language can be influenced by aspects of intonation (when someone speaks using loud intonation and softness of voice to the other party), aspects of tone when speaking (related to the speaker's emotional

atmosphere when speaking using a formal tone, a funny or joking tone, the tone when ridiculing, even satirizing the interlocutor), there are factors in word choice and sentence structure. The aspect of intonation in spoken language greatly determines the level of politeness in the use of language. When speaking, intonation has a significant impact on a person's level of politeness.

Expressive speech is a type of speech act that expresses what the speaker feels, meaning that the speech act performed by the speaker shows their psychological condition (Nababan, M. R. & Riyadi, S, 2019). According to Suyono (1990), expressive speech acts function to express and reveal the speaker's psychological attitude towards the interlocutor. Expressive utterances are grouped into thirteen functions, namely (1) thanking, (2) praising, (3) criticizing, (4) joking, (5) blaming, (6) greeting, (7) apologizing, (8) complaining, (9) assessed, (10) expressed surprise, (11) expressed embarrassment, (12) expressed sympathy, and (13) congratulated. Other pragmatic experts provide reinforcement regarding the relation of expressive speech acts with a person's psychological condition. Another pragmatic expert, Zainuddin (2018), emphasizes the importance of expressive speech acts in helping to understand a person's psychological condition. Expressive speech acts are used to express the speaker's feelings and attitudes towards the situation being experienced by the hearer. This includes expressions of hatred, joy, joy, trouble, sorrow, and pleasure. Therefore, expressive speech acts can reflect the psychological condition of the speaker at that time. Expressive politeness between students and teachers is important to maintain the level of politeness between students and teachers, while at school, students are more flexible in expressing their feelings to their teachers, increasing effectiveness in communicating between students and teachers. The purpose of conducting research is to analyze the forms and functions of expressive speech politeness of students and teachers at An-Nur Bululawang Vocational School. This research is relevant and important to understand how politeness is in terms of the form and function of expressive speech between students and teachers at school.

It is hoped that the results of this study can provide valuable insights for the development of effective communication between students and teachers. Through a better understanding of students' and teachers' expressive speech, a positive, inclusive, and mutually understanding learning environment can be created. This will have a positive impact on the quality of learning, and students can be motivated, and a harmonious relationship between students and teachers at SMK An-Nur Bululawang. Research on expressive politeness in schools has previously been done, but in this study, it is still rarely researched, with the main focus being on students' expressive politeness

in teachers' speech at school. This research was conducted based on previous research, but this research has different characteristics from previous studies in terms of previous research that has been done and found several relevant studies, including the following.

The first research was conducted by (Rahajeng Shafira Raihanah Wiwaha et al., 2021), with the title "Expressive Speech Actions in Indonesian Language Learning Videos on the Anisa Nur Aini Youtube Channel." This research reveals expressive speech acts in learning videos on the YouTube channel as a means of student learning during the COVID-19 pandemic. Indonesian language learning is done online. The results of this study indicate that there is a focus on the problem that describes the function and form of expressive speech acts. The similarity of this study is that both examine expressive speech acts and focus on the same problem. The difference in this study lies in the subject, namely the speech of students to teachers. Previous research focused on expressive speech, which examines the discovery of the function and mode of speech in the form of monologue delivery. But, in this study, the main focus lies on language behavior, which is analyzed through interactions between students and teachers both inside and outside the classroom in the form of dialogue.

The second study, research conducted by Erens Levian (2016), entitled "Expressive Speech Acts of Indonesian Teachers in Teaching and Learning Interactions of Class VIII SMPN 2 Malang." This research examines expressive speech in schools, which describes the forms, types, and modes of teacher speech to students during learning. The difference in this study lies in the research subjects, namely the expressive speech of students and teachers, the focus of the research, and the context of the research taken.

The third research research was conducted by Ni Nyoman Ayu Ari (2017), with the title "Forms, Functions and Types of Speech Acts in Student Communication in Class IX Superior SMP PGRI 3 Denpasar." This research examines forms, functions, and types of speech acts. Forms of speech acts (declarative mode, interrogative mode, and imperative mode). Speech act functions (assertive, directive, commissive, and expressive macro functions) and (micro functions of declaring, proposing, complaining, ordering, begging, asking, promising, thanking, congratulating, and apologizing). The types of speech acts are direct, literal, direct, indirect, indirect, and indirect. The similarities in this study lie in the same subject by taking students as a source of data and the focus of the issues raised, namely on the form and function of speech. The difference in this study is very clear in the selection of the main research focus, which focuses on expressive speech only, and the

selection of different school levels.

The fourth study, research conducted by Rahmatul & Ermawati (2020), with the title "Expressive Speech Acts of Indonesian Teachers in Class VII. 1 SMP Negeri 34 Padang." This research examines the politeness of expressive speech acts in schools, which describes the types and principles of teacher language politeness to their students at school. This research studies and analyzes how a teacher shapes and directs better student personalities through the use of polite and expressive Indonesian in class. The difference in this study lies in the object of research, namely the expressive interactions between teachers and students, the research focus, the research environment, and the level of education studied.

The fifth research research was conducted by Ayu Rizki (2019), with the title "Visitor's Expressive Speech Acts of Politeness at the Palo Koto Tanah Garam Base, Solok City: A Pragmatic Review." This research examines expressive politeness, which focuses on the politeness principles of expressive speech acts that are complied with and which are violated, and the factors that cause visitors at Pangkalan Palo Koto to violate politeness principles. The differences in this study are clearly visible, starting from the research subject, research focus, and research context.

The similarities and differences between this study and previous studies. This research has similarities to the study of politeness of expressive speech acts with a focus on problems that both analyze the function of expressive speech. The difference between this research and previous research can be seen in the research subjects, namely the speech of students and teachers at school. Selection of schools at the level of Vocational High Schools (SMK) based on Islamic boarding schools. The context of this research is not only in Indonesian language lessons but in all lessons in class and outside the classroom, which aims to find students' use of expressive speech. The five previous studies above provide insight that research on expressive speech politeness between students and teachers is not the only one and is new. References from the five studies provide views and contributions to the accuracy and accuracy of the research so that the novelty and originality of this research can be measured.

The purpose of this study was to analyze the forms of expressive speech and expressive speech functions of students and teachers at SMK An-Nur Bululawang. The benefits of this research are both theoretical and practical. The theoretical benefit of this research seeks to enrich expressive speech politeness theory in relation to pragmatic studies. The results of this study can be used as an alternative to enriching pragmatic theory, especially in speech act theory. Expressive speech

politeness of students and teachers in interacting at SMK An-Nur Bululawang, a boarding school-based school, both during learning and outside of class hours. The practical benefits of the results of this research are expected to be an additional reference in the educational environment, especially regarding aspects of the culture of communication, especially in Islamic boarding school-based schools, which involve interaction between students and teachers at school. For teachers, the findings of this research serve as input for students to know communication patterns in interacting well and as a parameter for the level of politeness in speaking. In addition, as input for identifying the forms and functions of students' expressive responses to teacher speech at school. For future researchers, this study can be used as a reference or guide in carrying out further research on pragmatic analysis, especially in students' expressive speech. The results of this study can be useful as an analytical model in applying speech politeness theories to the expressive speech of students at school.

METHOD

The research was conducted using a qualitative approach. This type of research includes pragmatic research. Researchers analyzed the form of expressive speech politeness and the function of expressive speech politeness of students and teachers at SMK An-Nur Bululawang. The data is in the form of speech between students and teachers in expressive speech politeness at school.

The data source for this research was in the form of recordings of students' and teachers' speeches, which were then transcribed in written form. The data collection technique in this study was carried out through five stages, namely (1) collecting data by recording students' speeches to teachers while in the school environment, (2) transcription of the recorded data into written form students' speeches to the teacher's speech responses at school, (3) identify data that are in accordance with the form and function of expressive politeness, (4) provide codification of the appropriate data, and (5) classify and describe the selected data according to the research focus.

Data analysis in this study used the theory of Miles, M. B & Huberman, A. M (1992), which consisted of four stages, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions. First, data collection was carried out by observing schools and recording students' conversations with teachers. Second, data reduction is done by copying the students' and teacher's speech into written language, identifying data in the transcript that includes expressive speech and its context, coding and describing the data found using data collection tables, and

describing the data that has been found based on the research focus. Third, the data is presented in the form of a diagram that focuses on the form and function of expressive speech politeness. The findings and the amount of data based on the grouping of findings are complemented by the data in the diagram. Fourth, make conclusions from the summary findings.

FINDINGS AND DISCUSSION

Findings

Forms of Expressive Speech Politeness

This study shows the form of expressive politeness found in the speech of students and teachers at school. The following is based on the number of expressive speech politeness qualifications of students and teachers at An-Nur Bululawang Vocational School, which are shown in Table 1 below.

Table 1. Forms of Expressive Speech Politeness

No	Forms of Speech Politeness	Total
1.	Declarative Form	25
2.	Imperative Form	3
3.	Interrogative Forms	10
	Amount	38

Forms of expressive speech politeness in expressive speech politeness research of students and teachers at An-Nur Bululawang Vocational School, Malang Regency. There were found three forms of expressive speech politeness between students and teachers, namely declarative speech politeness, imperative imperative speech politeness, and interrogative speech politeness form. The form of politeness is the disclosure or description of the psychological atmosphere of the action according to the interpretation of the speaker or the attitude towards what he is saying.

The polite form of declarative speech tends to provide information and understanding about something or an event that was experienced while at school or at the Islamic boarding school to the teacher, so the form of speech that is often found is the declarative form in the form of expressive politeness speech functions of complaining, pleasure, and thank you. Interrogative forms of politeness are often found during lessons in the classroom by asking questions about material that students have not understood, when students have difficulty doing productive tasks and in situations outside the learning process at school. Interrogative sentences play a role in asking questions. The dominance of student speech over teacher speech with an expressive function in the interrogative form is expressive politeness complaining.

In contrast to the form of interrogative speech, the imperative form of politeness in the findings of this study, there are only a few utterances spoken by students to the teacher. This is because students feel uncomfortable when giving orders directly to the teacher. The dominance of student speech over the teacher's speech with expressive functions in the imperative form is politeness, expressive speech of complaining, and pleasure.

Functions of Expressive Speech Politeness

This study shows the function of expressive politeness found in the speech of students and teachers at school. The following is based on the number of expressive speech politeness qualifications of students and teachers at An-Nur Bululawang Vocational School, which are shown in Table 2 below.

Table 2. Functions of Expressive Speech Politeness

No.	Forms of Speech Politeness	Total
1.	Form of Pleasure	6
2.	Thank You Form	6
3.	Form of Apology	4
4.	Complaining Form	10
5.	Greeting Form	3
6.	Praising Form	4
7.	Seductive Shape	3
8.	Quirky Form	3
	Amount	39

Study of the function of expressive speech politeness in expressive speech politeness research of students and teachers at An-Nur Bululawang Vocational School, Malang Regency. Eight functions of expressive speech politeness were found between students and teachers, namely pleasure, thanking, apologizing, complaining, greeting, praising, teasing, and satirizing. The function of expressive speech acts is a form of language used to express the condition of an individual for what he feels.

The expressive speech function found in the speech of students and teachers at school as a whole is dominated by the utterances of the expressive function of complaining. Usually, students' speech relates to material that students do not understand, the process when students practice making major assignments, as well as complaints against friends, family, and school. Expressive utterances of complaining make students feel relieved and release all pent-up emotions. Expressive utterances are dominant in the speech of students and teachers based on the findings, namely the functions of expressive speech of pleasure and gratitude. Meanwhile, expressive utterances that are

not spoken by students to their teachers are expressive speech functions of praising, greeting, apologizing, teasing, and satirizing.

Discussion

Forms of Declarative Speech Politeness

The form of declarative speech politeness consists of an intention to convey something to the speech partner. Something that is said to the speech partner is often in the form of disclosing an incident or event. The form of declarative speech acts spoken by students to the teacher can be seen in the following data.

(1)

Context : This utterance occurred in the classroom during a productive lesson in

class XI TBG. Speeches of students who respond to questions from the teacher and speakers

add complaints about too much material, causing students to be confused about

learning. The intonation of the student's speech is pronounced with a falling intonation

at the end of the sentence.

Teacher : "Kalian ndak belajar?" [You guys didn't study?]

Student 1 : "Belajar." [Study.]

Student 2 **: "Tapi kan empat pelajaran langsung,**
(Intonation) — \ — — — — \

jadi bingung belajarnya ndak maksimal Mis."
╱ \ — \ — — — — \ \ (Final intonation falls.)
[But four direct lessons, so it's confusing that the learning isn't optimal Mis.]
Student 3 : "Mis ndak tau Mis kalau kisi-kisinya
(Intonation) \ — — \ — \ — — \
sampai bab berapa ndak tau bingung."
— \ — — \ — \ \ \ (Final intonation falls.)
[Mis doesn't know Mis if the latticework is up to what chapter I don't know. I'm confused.]
 (DKL/01/09)

Speech (1) occurred in class XI TBG in the afternoon when learning activities were in class. Speech (1) states that while the speaker is taking the semester exam, the speaker is not mastering the material because there is too much material, so the student's learning process is not optimal. This sentence shows that the student's speech is included in expressive speech in declarative form, such as when a student expresses his complaints, which are marked in spoken language by descending intonation (\) at the end of the sentence while in written language with a full stop (.) at the end of

the sentence. This is in line with the view of Wijana (2004) that declarative sentences are used by speakers to state something.

Speech (1) uses politeness markers with the choice of words to call the teacher "Mis" in English, which is translated into Indonesian 'mother.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program. Speech (1) has a declarative speech form with the expressive function of complaining. Based on the form of declarative speech, speech (1) includes declarative sentences with a passive diathesis. According to Rahardi (2005), declarative sentences have a passive diathesis because the subject of the sentence in the speech is the goal of a certain action.

Forms of Imperative Speech Politeness

The imperative form of politeness has the aim of giving orders or requests to the speech partner to do something according to the wishes of the speaker. This can be seen in the data on the imperative form of the student's response to the teacher's speech as follows.

(6)

Context : The speeches of KPR class XII students who, at that time, gathered in front of the class during recess. Several students invited the productive teacher who was passing by the front of the class to take a photo in the neatly arranged Lab room. The speech of the students with excited tones and body gestures of students embracing the teacher's right hand. The expression on the student's face is smiling broadly, eyes looking towards the teacher.

Student : "Mis, Mis ayo foto Mis!" (Smile widely.)
(Intonasi)   /   /   /   /   /   (Final intonation rises.)
　　　　　　[Mis, Mis, let's take a picture, Mis]

Teacher : "Aduh sek aku gopoh." [Ouch, I was in a hurry.]

Student : "Gopoh opo Mis?" [What rush, Mis?]

(IMT/02/03)

Speech (6) has the intention of instructing the interlocutor to do something according to the wishes of the speaker, namely, taking a photo with the teacher in the KPR Lab. In line with the view of Rahardi (2005), imperative sentences have the aim of ordering or asking the interlocutor to do something according to the wishes of the speaker. Speech (6) has a rising intonation pattern (/) in spoken language and uses exclamation marks (!) in sentence patterns, according to theory (Ramlan,

1986).

The imperative form of speech in speech (6) is used by the speaker to order the interlocutor to perform an action. The marker of the imperative speech form contained in speech (6) is marked by the utterance of the word "*ayo,*" which functions to politely invite the speaker to the interlocutor to take a photo. Speech (6) is considered polite because it uses the politeness marker "*ayo.*" Politeness in spoken verbal language can be influenced by intonation aspects of long utterances in the pronunciation of "*Mis, Mis ayo foto Mis!*". Speech (6) uses politeness markers with the choice of words to call the teacher "Mis" in English, which is translated into Indonesian 'mother.' Speech (5) is an imperative form of speech with an expressive function of pleasure. Based on the aspect of the form of the imperative speech in speech (6), including the imperative sentence of invitation. According to Rahardi (2005), imperative sentences of invitation are based on their function in the context of a situation that requires a response in the form of action from the other person.

Forms of Interrogative Speech Politeness

The polite form of interrogative speech contains the intention of asking something to the speech partner. This can be seen in the interrogative form data of students' responses to the teacher's speech as follows.

(7)

Context : Speeches of class XII MM students outside the classroom. Student speech response to the teacher: the speaker praises the teacher for having a young face. The student's face is smiling while looking at the teacher's face. The sitting position of the speaker and the interlocutor is very close.

Student : "Us sekarang umurnya berapa sih, Us?" [Mis, how old are you now, Mis?]

Teacher : "Umurnya sekarang di atas 25." [Current age over 25.]

Student : "Iya tah Us? Soalnya muda sekali Us,
(Intonation) — / / — / / / \
       rahasianya pakai apa Us?" (Final intonation rises.)
       / \ — / /
       [Yes, Mis? Because you're so young, Mis, what's the secret to using Mis?]

Teacher : "Pakai *skincare* (sambil tersenyum), kalian pakai *skincare* ndak?"

       [Using skincare (while smiling), do you use skincare or not?]

Student : "Alami Us." [Natural Mis.]

(INT/03/07)

Speech (7) refers to students' curiosity about the teacher regarding the use of facial skincare products to make them look beautiful like their teacher. The thing that indicated that the utterance was included in the expressive interrogative form was seen when the students asked about the secret of skin care products used by the teacher. Speech (7) uses word markers "*tah*" and "*apa*" with rising intonation (/) in spoken language, while in written language, it is marked with a sign (?). This statement is in line with the view of Alwi, H. et al. (2003), interrogative sentences in conversation with a rising tone of voice (/) and ending with a question mark (?) in writing. Markers with question word particles "*tah*" and "*apa*" in Javanese, the function of the question words "*ta/tah*" and "*apa*" as question words for the acknowledgment to the speech partner. This statement is in accordance with the theory of Sasangka (1989), which states that interrogative sentences in written variety can be identified through question particles such as *apa, pa, ta,* and *ya, which* are used to ask for recognition or rejection.

Speech (7) fulfills the politeness markers with low intonation and ends with high intonation (/). Speech, when students ask the secret of skin care products used by their teacher, is supported by the presence of smiling faces while looking at the teacher's face. The sitting position of the speaker and the interlocutor is very close. The physical movements in the student's body gestures are called kinesthetic movements. Speech (7) has an interrogative speech form with an expressive function of praising. Based on the form of interrogative speech in speech (7), the question word marker "*tah*" includes a total interrogative sentence, while the question word marker "*apa*" includes a partial interrogative sentence. According to Rahardi (2005), total interrogative sentences aim to ask the speech partner's approval or disagreement, and there is a question mark "*ta*." Partial interrogative sentences and utterances (7) aim to ask for some of the information contained in the question. Speeches (7) intend to ask for objects using the question word " *apa* ".

Pleasure Expressive Speech Politeness Function

The politeness function of pleasure expressive speech is a type of speech that shows that the speaker feels happy or likes something or an event. The expressive function of the pleasure uttered by students to the teacher can be seen in the following data.

(10)

Context   : A conversation between a class XII TBG student and her teacher outside the classroom. The student is happy to tell his experience to the teacher at that time. It can be seen in the expression on the face that smiled at the teacher.

Student 1 : "Mis puasa itu ada ujian ta Mis?" [Mis fasting is there a test Mis?]

Teacher   : "Puasa kayaknya ndak ada." [Fasting doesn't seem to exist.]

Student 1 : "Kita mau PSG." [We want PSG.]

Student 2 : "Soalnya kita <u>digaji 400, Mr.</u>" (Final intonation falls.)
(Intonation) — \ — — \ — \ **(Smiles looking at the teacher.)**
             [Because we are paid 400 Mr.] (Smiling while looking at the teacher.)

(KSN/01/02)

The thing that indicates that speech (10) is included in the expressive speech function of pleasure is the expression that students "*digaji 400 Mr*". Student speech is supported by a smiling expression while looking at the teacher. The pleasure experienced by students during PSG is not only getting work experience but students are rewarded for their hard work during PSG activities. Not all restaurants where PSG serves provide such services and rewards.

Speech (10) uses politeness markers with the choice of words to call the teacher "Mr" in English, which is translated into Indonesian 'Father.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program. In speech (10), in the sentence "*digaji 400 Mr*," the speaker feels satisfied with his hard work because the speaker is happy to want to return to PSG during the fasting month at the same restaurant. This is in line with Yule (2014), who states that psychologically, pleasure-expressive speech acts indicate that the speaker feels happiness or pleasure for a thing or event experienced by the speaker. Speech (10) has a pleasure expressive speech function with a declarative form.

Functions of Expressive Speech Politeness Thank You

The politeness function of expressive speech is speech that usually results from several factors, such as the fact that the other person is willing to do what the speaker asks because the speaker is friendly and the other person has given something. The function of expressive speech politeness can be seen in the following data.

(13)

Context : In the speech of class XII MM, students during productive lessons. The speaker thanked the interlocutor for giving guidance. In this speech, the speaker's facial expression smiles at the speech partner. Teacher: "Yes, please go home if you want to go back to the school cottage. You can go to the Lab if you want to go to the Lab!"

Teacher : "Ya silahkan boleh pulang bila kalian ingin kembali ke pondok, boleh

ke Lab kalau kalian ingin ke Lab!"

[Yes, please go home. If you want to go back to the hut, you can go to the Lab if you want to go to the Lab!]

Student : "Terima kasih Mr." [Thank you, Mr.] (Final intonation drops.)
(Intonasi)   ╱   ─   ╱   ╲   ╲
Teacher : "Iya." [Yes.] (Nodding.)

(TKS/02/03)

The speech "*terima kasih*" has an impact on the teacher as a sense of gratitude and respect. The thing that indicates that the speech is included in the function of expressive speech is the presence of the word "terima *kasih*." Speech (13) is spoken by students to return the favor of the speech partner who has guided the speaker. In accordance with the view of Suyono (1990), expressive speech of thanks is speech that expresses gratitude for the kindness given by someone.

Speech (13) uses politeness markers with the choice of words to call the teacher "Mr" in English, which is translated into Indonesian 'Father.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program. Speech (13) is considered polite because it fulfills the politeness marker of the word "thank you" with a low intonation (╲). The statement on the word " *terima kasih* " is spoken with gratitude balanced with the student's body gestures when the speaker says thank you with his head slightly bowed in front of the teacher who was at the teacher's desk at the time so that the teacher's position with the student is facing each other. Thank you is an utterance that reflects politeness when the speaker accepts help.

This statement is in accordance with Rustono (2000). expressing gratitude is a form of speech that requires the speaker to show an emotional attitude so that his words are considered a positive assessment by saying the word thank you. Speech (13) has an expressive speech function of thanks with a declarative form. The speech partner responds to the student's speech with the answer "*ya*" while nodding his head

Expressive Speech Functions Apologize

Expressive speech apologizing is used when the speaker wants to convey regret and apologies for actions or situations that can cause discomfort, mistakes, or accidents to the speech partner or related parties. The expressive speech function of apologizing can be seen in the following data.

(18)

Context   : A speech made by KPR class X students in front of the office daughter teacher. The body position of the speech partner is sitting on a stool, and the speaker is sitting cross-legged on the floor, eyes looking towards the speech partner. The intonation patterns used by speakers end in low and slightly long.

Teacher   : "Oh, arek telu, ya berarti bikin teks dulu."

[Oh, three children, then make a text first.]

Students 1&2 : "Iya Mis." [Yes, Miss.]

Siswa 1   : "<u>Maaf</u> ya Mis." [Sorry Mis.]
(Intonation)   —   —   \   (Final intonation falls.)

(MMF/03/04)

The expressive speech function of apologizing spoken by the speaker (18) to the speech partner intends to express his guilt for the actions that have been taken where the speaker's mistake was late in forming a group. Speech (18) has an expressive speech function of apologizing in a declarative form. The marker of the expressive function of apologizing contained in speech (18) is marked by the word "*maaf,*" which intends to express guilt and regret to the interlocutor. Delivering an apology is a way to show empathy for the interlocutor who has been hurt or disturbed by the speaker's actions, and this view is in accordance with the theory described (Putrayasa, 2014).
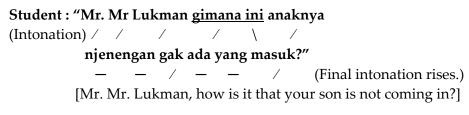
Suyono (1990) stated that apologizing is an utterance to beg the speech partner because of negligence or mistakes made by the speaker. The speaker hopes that the speech partner can forgive the speaker's mistakes and provide an opportunity to catch up on the subject matter. Speech (18) is considered polite because it fulfills the politeness marker of the word " *maaf.* " The student's speech aims to apologize for the negligence that has been done. The student's speech is offset by the body position of the speech partner sitting on a bench and the speaker sitting cross-legged on the floor,

eyes looking toward the speech partner. The intonation patterns used by speakers end in low and slightly long. The speaker uses a politeness marker with a choice of words to call the teacher "Mis" in English, which is translated into Indonesian 'mother.'

Complaint Expressive Speech Complaint Function

The politeness function of complaining speech is an expression that arises because of bad feelings, difficulties, suffering, and expectations that do not match the wishes of the speaker. The expressive speech politeness function of complaining can be seen in the following data. (19)

Context : The speech of class XII MM students asked the teacher outside of hours lesson. The speaker asked the interlocutor about his students in the Multimedia department, where, at that time, only a few students were enrolled in the class. The intonation of spoken speech with long and rising intonation patterns.

Student : "Mr. Mr Lukman <u>gimana ini</u> anaknya
(Intonation) ╱ ╱ ╱ ╱ ╲ ╱
njenengan gak ada yang masuk?"
— — ╱ — — ╱   (Final intonation rises.)
[Mr. Mr. Lukman, how is it that your son is not coming in?]

Teacher : "Kan saya di kelas XI MM." [I'm in class XI MM.]

(MGLH/04/03)

The thing that indicates that the speech is included in the expressive function of complaining is the expression of student complaints to the teacher, namely in the sentence *"gimana ini."* Speech (19) fulfills the politeness marker by using the choice of the sentence *"anaknya njenengan."* The word *"anaknya"* contains the closeness between the student and the teacher as if they were their own child. The speaker also uses a polite greeting, "*njenengan*," which has changed the variation of speech that should be pronounced '*panjenengan*' ' because it felt long, and the students shortened the greeting. The context of the choice of the word "*njenengan*" is considered polite in the city of Malang. The word is used when someone meets older people or people who are respected. Repetition of greetings with a long intonation in *"Mr...Mr..."* students want the teacher who is spoken to to pay attention to what he is saying. Speech (19) uses politeness markers with the choice of words to call the teacher "Mr" in English, which is translated into Indonesian 'Father.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program.

Speech (19) in the sentence *"gimana ini"* is intended as a form of protest conveyed by the speaker in the hope that the speech partner can re-evaluate his students to be more diligent in going to school. This statement is in accordance with the opinion of Rustono (2000). Complaining functions

as a speech that forces the speaker to express his psychological attitude with the aim that his words are considered as an assessment in complaining speech. Speech (19) is included in the expressive speech function of complaining in the form of interrogative speech. In the speech, the student's question to the teacher stated that there was a feeling of disappointment because the speaker came to school, but his friends did not come. This statement is in accordance with the view of Suyono (1990) that complaining is a form of speech to express the difficulties felt due to suffering, pain, and disappointment.

Expressive Speech Politeness Function Greeting

The politeness function of greeting speech usually includes expressions of greeting or greetings that are friendly and friendly. The expressive function of greeting politeness spoken by students to the teacher can be seen in the following data.

(22)

Context : The speech of the class XI TBS students when they were outside the class

at that time inside the teacher's daughter's office. Students say the greeting "*Assalamualaikum*" to leave the teacher's office with a slightly bowed body position when passing the teacher.

Teacher : "Siapa yang memimpin?" [Who is in charge?]

Student : "Kayaknya antara Mr Lukman atau Mr Haris, Mis."

[Possibly between Mr Lukman or Mr Haris, Mis.]

Teacher : "Ya, iyalah masak saya yang mimpin."

[Yes, is it true that I am in charge.]

Student : "Terima kasih Mis. Assalamualaikum."

(Intonation) ╱ — ╱ ╲ ╲ ╱ — ╲ (Final intonation falls.)

[Thank you Mis. Assalamualaikum.]

Teacher : "Waalaikumsalam." [Waalaikumsalam.]

(MYP/05/01)

Tuturan (22) intends to greet his teacher while leaving the teacher's office. The thing that indicates that the speech is included in the expressive function of greeting is the presence of the marker word "*Assalamualaikum*" spoken by the speaker when he is about to leave the office. Speech (22) is characterized by the use of the expression "*Assalamualaikum*" in accordance with the opinion of (Rahajeng Shafira Raihanah Wiwaha dkk., 2021) that the function of greeting speech is pronounced to greet the interlocutor by using the expressions hi, hello, excuse me, good afternoon, Assalamualaikum, and so on. Greeting by greeting aims to create a positive interaction and mutual

respect. This statement is in accordance with the theory of Putrayasa (2014) that greeting speech expresses pleasure from meeting and seeing someone. The student's speech towards the teacher's speech is included in the expressive speech function of greeting in the form of declarative speech.

Speech (22) uses politeness markers with the choice of words to call the teacher "Mis" in English, which is translated into Indonesian 'mother.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program. Student speech when leaving the teacher's office by saying "Assalamualaikum" to the teacher with a low intonation (\) and a slightly bowed body position when passing the teacher. The statement on the word "*Assalamualaikum*" is said to greet and pray for speech partners who pass by or by deed.

Expressive Speech Politeness Function Praising

The function of this politeness is to praise things that are considered good, good, beautiful, beautiful, and interesting. This utterance occurs when the speaker likes the characteristics of the interlocutor in a conversation. The function of expressive politeness in praising what students say to the teacher can be seen in the following data.

(25)

Context : Spoken by students of class XII MM outside the classroom. In response to the speeches of students with their teachers, speakers praise their teachers for having become ideals for their students. The student's face is smiling while looking at the teacher's face.

Student 1 : "Abis ini bangun les Al-Qur'an Us?"

[Have you finished teaching Al-Qur'an Us?]

Student 2 : "Les apa? Sekolah?" [What tutoring? School?]

Teacher : "Al-Qur'an." [Al-Qur'an.]

Student 1 : "Masyaallah." [Masyaallah.]
(Intonation)   \   \   (Final intonation falls.)
Student 3 : "Us Izza idaman banget sih." [Us Izza is so dreamy.]
(Intonation)   \   —   ╱   \   \   \   (Final intonation falls.)
Teacher : (Smiles shyly.)

(MMJ/06/03)

This indicates that speech (25) is included in the function of expressive speech, praising the

presence of the marker word "*Masyaallah*" spoken by student 1. Student 1's speech is intended as an expression of a Muslim to show admiration for the speech partner. Student 1's speech with a low intonation pattern and elongated at the end of the word. The expressive speech function of praising speech (25) is also marked by the presence of a sentence marker " *Us Izza idaman banget sih* " spoken by students 3. The speech expresses appreciation for something good. The statement in the speech " *idaman banget* " contains the intention of a woman who is desired or expected. This statement is in line with the view of Suyono (1990). Praising is a statement aimed at comforting the other person or an action that is considered positive. The student's speech towards the teacher's speech is included in the expressive speech function of praising it in the form of declarative speech.

Speech politeness (25) uses the choice of words to call the teacher "*Us Izza*" who experiences speech variations that should be "*Ustadzah,*" used to address teachers who teach the Qur'an. Speech (25) is spoken in a happy tone, and the speaker's face smiles while looking at the teacher's face. This statement is in line with the opinion of Ibrahim (1993) regarding expressive speech praising, where the speaker can express the joy of the interlocutor.

Flirting Expressive Speech Politeness Function

Expressive speech with a seductive function is speech that occurs when the speaker disturbs the interlocutor. The politeness function of teasing is intended to annoy or make the interlocutor feel embarrassed. The politeness function of seductive expressive speech that is spoken by students to the teacher can be seen in the following data.

(28)

Context   : Speech uttered by students of class XII TBG outside the classroom. At that time, the students and their teacher were talking in front of the teacher's office. The student smiled at the teacher and received a big smile from the teacher. The teacher responded to the student's speech, who only laughed with a wide face. The corners of his lips widened to reveal his teeth.

Student   : "Mr Andre, <u>sampeyan senyum-senyum.</u>"
(Intonation) ╱   ╱   ─   ╱ ╲ ╱ ╲   (Final intonation falls.)
          [Mr Andre, you are smiling.] (Smiles at the teacher.)
Teacher : (Laugh.)

(MGD/07/01)

This indicates that speech (28) is included in the expressive function of teasing with the sentence marker *"sampean senyum-senyum"* used to joke so that the speech partner blushes, marked

by the response of the speech partner who only laughs with a facial expression where the corners of the lips widen to reveal teeth. This is often used as a joke and can generally make the other person feel embarrassed and can even increase their self-confidence. This statement is in line with Wiwaha (2021), stating that the speech act of teasing is meant to annoy or make the interlocutor feel embarrassed. The student's speech towards the teacher's speech is included in the expressive speech function of flirting with declarative speech forms.

Speech (28) uses politeness markers with the choice of words to call the teacher "Mr" in English, which is translated into Indonesian 'Father.' The uniqueness of addressing Mr/Mrs teachers at school is that they use the title Mr/Mis because the school has an English-based flagship program. The utterance is spoken in a happy tone, with the speaker's face smiling while looking at the teacher's face and a low intonation (\) at the end of the utterance. However, on the other hand, the speech of students who use the teacher's address with the word "*sampeyan*" is considered impolite. Students should use a more polite level of address, such as "*panjenengan*." The word "*sampeyan*" is used when meeting people of the same age who are already familiar and close enough but still try to respect them.

Functions of Satire Expressive Speech Politeness

Expressive speech satire is used to speak contrary to reality. Sarcasm is a technique to warn others not to use words that threaten or embarrass others. The function of satirical expressive politeness spoken by students to the teacher can be seen in the following data.

(33)

Context : Spoken by students of class XI TBS when in class on the productive lesson. The speech of students responding to the previous teacher's speech with rising speech intonation. Students tease about the time limit for the process of sewing major uniforms, and students laugh with eyes and face towards their seatmates.

Teacher : "Ya, iyalah nanti setelah lebaran sudah jadi gitu ya?"

[Yes, after Lebaran, it will be like that, right?]
Student : "<u>Setelah lebaran itu wisuda</u>."
(Intonation) — — \ \ (Final intonation falls.)
[After Eid, graduation.] (Laughs while glancing at his friend.)

(MYDR/08/03)

Speech (32) uses politeness markers with the choice of words to call the teacher "Mis" in English, which is translated into Indonesian 'Mother.' Student speech with the final intonation

pattern goes down. The student's speech toward the teacher's speech is included in the function of expressive satirical speech in the form of declarative speech. The function of expressive speech satirizes speech (33), namely by the expression *"setelah lebaran itu wisuda."* the meaning of this speech is that the speaker is waiting for the departmental uniform that has been sewn after Eid.

However, as a result of waiting too long, the speaker insinuated that the work on sewing the department uniform was finished until they graduated because the speaker was reluctant to wait too long. This statement is in line with the opinion of Sari (2012), stating that satirical expressive speech can occur for various reasons. Speech (33) intends to indirectly rebuke the speech partner. Sarcastic utterances are expressed by speakers to criticize the interlocutor in an indirect way (Wiwaha, 2021).

CONCLUSION

The form of expressive politeness between students and teachers at SMK An-Nur Bululawang Malang is seen based on the form of the sentences used in conveying expressive politeness between students and teachers. In the expressive politeness utterances of students and teachers at An-Nur Bululawang Malang Vocational School, the forms of expressive politeness used are declarative, imperative, and interrogative forms. The declarative form most often appears in the speech of students and teachers. In addition to the declarative form, this interrogative form also often appears, while the imperative form of speech in this finding is rarely uttered by students. Students prefer to use preaching utterances rather than commanding utterances. This happens because students maintain politeness and do not give orders directly to the teacher.

There are eight functions of expressive politeness used in politeness between students and teachers at An-Nur Bululawang Malang Vocational School, namely complaining of pleasure, thanking, apologizing, praising, greeting, teasing, and satirizing. The expressive functions of complaining, pleasure, thanking, apologizing, and praising most often appear in students' speeches with teachers, while expressive speeches of greeting, teasing, and satirizing are rarely spoken by students at school. Based on the research findings, each expressive speech function has a purpose for the teacher. The function of expressive speech is to show or reveal students' psychological attitudes. The use of soulful language is influenced by the actions taken by students or teachers.

REFERENCES

Alwi, H. et al. (2003). *Tata Bahasa Baku Indonesia*. Jakarta: Balai Pustaka.

Amanda, M. (2021). Analisis Tindak Tutur dan Fungsi Tuturan Ekspresif dalam Acara Sarah Sechan di Net TV. *Jurnal Skripta, Vol. 7 No. 1*. https://doi.org/10.31316/skripta.v7i1.956

Artati, A., Dian, E.W., & Rokhmat, B. (2020). Tindak Tutur Ilokusi Asertif, Direktif, Ekspresif, Komisif, dan Deklaratif pada Program Gelar Wicara Mata Najwa. *Diksa: Pendidikan Bahasa Dan Sastra Indonesia*, *6(1)*, 43–57. https://doi.org/10.33369/diksa.v6i1.9687

Astuti, M. P, Widodo, H, & Sunoto, S. (2017). Kesantunan Tuturan Direktif dalam Interaksi Pembelajaran di SMA. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, Vol.2, No.3*, 434–439. http://dx.doi.org/10.17977/jptpp.v2i3.8718

Ayu Rizki, A. (2019). Kesantunan Tindak Tutur Ekspresif Pengunjung di Pangkalan Palo Koto Tanah Garam Kota Solok: Tinjauan Pragmatik. *Diploma thesis, Universitas Andalas*. http://scholar.unand.ac.id/id/eprint/44104

Bala G. A. (2017). *Pembelajaran Pragmatik*. Yogyakarta: Ombak.

Brown, P., Levinson, S. C., & Levinson, S. C. (1987). Politeness: Some Universals in Language Usage. *Cambridge University Press*, *Vol. 4*.

Carretero, M, Maíz-Arévalo, C, & Martínez, M. Á. (2015). An Analysis of Expressive Speech Acts in Online Task-Oriented Interaction by University Students. *Procedia Social and Behavioral Sciences*, *Volume 173*, 186–190. https://doi.org/10.1016/j.sbspro.2015.02.051

Chaer, A. (2010). *Kesantunan Berbahasa*. Jakarta: Rineka Cipta.

Chaer, A., & Agustina, L. (2010). *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.

Cummings, L. (2019). *Pragmatik Sebuah Perspektif Multidisipliner*. Yogyakarta: Pustaka Belajar.

Effendy, O. U. (2015). *Ilmu Komunikasi Teori dan Praktek*. Malang: PT Remaja Rosdakarya.

Ekawati, M. (2017). Kesantunan Semu pada Tindak Tutur Ekspresif Marah dalam Bahasa Indonesia. *Adabiyyāt: Jurnal Bahasa dan Sastra, Vol 1, No 1*, 1–22. https://doi.org/10.14421/ajbs.2017.01101

Eny, N. A, Hardika, & Yuniawatika. (2019). *Kesantunan di Dunia Pendidikan "Pergeseran Nilai Kesantunan di Era Kekinian"*. Malang: Universitas Negeri Malang.

Erens L. R. (2016). Tindak Tutur Ekspresif Guru Bahasa Indonesia dalam Interaksi Belajar Mengajar Kelas VIII SMPN 2 Malang. *Repositori Universitas Negeri Malang*.

Fokker, A.A. (1978). *Pengantar Sintaksis Indonesia*. Jakarta: Pradnya Paramita.

Hartinah, Y. (2019). Tindak Tutur Ekspresif dalam Debat Pemilihan Calon Pemimpin Bangsa

Indonesia Tahun 2019. *Universitas Negeri Malang*.

Ibrahim, A. S. (1993). *Kajian Tindak Tutur*. Surabaya: Usaha Nasional.

Izar, J, Nasution, M. M, Rengki Afria, Afria, R, & Harianto, N. (2021). Expressive Speech Act in Comic Bintang Emon's Speech in Social Media about Social Distancing. *Jurnal Ilmu Humaniora, Vol. 5 No. 1*, 148–158. https://doi.org/10.22437/titian.v5i1.13100

KBBI Daring. (2016). *Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*. https://kbbi.kemdikbud.go.id/Cari/Index

Leech, G. (1993). *Prinsip-Prinsip Pragmatik*. Jakarta: Universitas Indonesia.

Mahmudi, A. G, Irawati, L, & Soleh, D. R. (2021). Kesantunan Berbahasa Siswa dalam Berkomunikasi dengan Guru (Kajian Pragmatik). *Deiksis*, *Vol 13, No 2*, 98–109. http://dx.doi.org/10.30998/deiksis.v13i2.6169

Merlina Elsa, S., Petrus J. P., & Grace, S. (2023). Tindak Tutur Ekspresif dalam Film Keluarga Cemara Karya Yandy Laurens. *Jendela Pengetahuan*, *16 (1)*, 65–71. https://doi.org/10.30598/jp16iss1pp65-71

Miles, M. B, & Huberman, A. M. (1992). *Analisis Data Kualitatif*. Jakarta: Bandung: Universitas Indonesia.

Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Muhammad. (2011). *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.

Nababan, M. R. & Riyadi, S. (2019). Translation Techniques of Expressive Speech Acts on Anger Speech Events in Flawless. *International Journal of Linguistics, Literature and Translation (IJLLT)*.

Ni Nyoman A. A. A. (2017). Bentuk, Fungsi dan Jenis Tindak Tutur dalam Komunikasi Siswa di Kelas IX Unggulan SMP PGRI 3 Denpasar. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 8(1), 48-58.

Ningrum, I. W, Andayani, A, & Mulyono, S. (2017). Analisis Prinsip Kesantunan Berbahasa pada Kegiatan Diskusi Kelas Siswa SMA Negeri 7 Surakarta. *Jurnal Basastra, Vol 5, No 1*, 127–143.

Pranowo. (2009). *Berbahasa Secara Santun*. Yogyakarta: Pustaka Pelajar.

Putrayasa, I. B. (2014). *Pragmatik.* Yogyakarta: Graha Ilmu.

Rahardi, K. (2005). *Pragmatik: Kesantunan Imperatif Bahasa Indonesia*. Jakarta: Erlangga.

Rahman, E. L. (2016). *Tindak Tutur Ekspresif Guru Bahasa Indonesia dalam Interaksi Belajar-Mengajar Kelas VIII SMPN 2 Malang*. Doctoral dissertation, Universitas Negeri Malang.

Rahmatiah. (2011). Fungsi dan Kesantunan Kalimat Interogatif dalam Tuturan Bahasa Makassar.

Sawerigading, *17(3)*, 435-444.

Rahmatul, A., & Ermawati, A. (2020). Kesantunan Tindak Tutur Ekspresif Guru Bahasa Indonesia pada Kelas VII. 1 SMP Negeri 34 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *Vol 8(5)*, 327-335. https://doi.org/10.24036/108216-019883

Ramlan, M. (1986). *Ilmu Bahasa Indonesia Sintaksis*. Jakarta: CV Karyono.

Ronan, P. (2015). Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus. *Icame Journal*, *39 (1)*, 25-45.

Rustono. (2000). *Implikatur Tuturan Humor*. Semarang: CV. IKIP Semarang Press.

Saifudin, A. (2020). Kesantunan Bahasa dalam Studi Linguistik Pragmatik. *Lite: Jurnal Bahasa, Sastra, dan Budaya*, *16 (2)*, 135–159.

Saputri, A. A. L. D. (2017). Penggunaan Tindak Tutur Ekspresif dalam Acara Hitam Putih di Trans7. *Jurnal Bahasa dan Sastra*, *Volume 2 No 2*, 77–88.

Sari, F. D. P. (2012). Tindak Tutur dan Fungsi Tuturan Ekspresif dalam Acara Galau Nite di Metro TV: Suatu Kajian Pragmatik. *Jurnal Skriptorium*, *1.2*, 1–14.

Sasangka, S. S. T. W. (1989). *Paramasastra Jawa Gagrag Anyar*. Surabaya: PT Citra Jaya Murti.

Siti, F., Trisna A. P. A., Iva A. K. S., Desy, R., & Asep P. Y. U. (2022). Analisis Tindak Tutur Ekspresif Dalam Film Sejuta Sayang Untuknya Sutradara Herwin Novanto. *Jurnal Ilmu Sosial, Pendidikan dan Humaniora (JISPENDIORA)*, *1(1)*, 100–108. https://doi.org/10.56910/jispendiora.v1i1.137

Siti, M. (2020). Tindak Tutur Ekspresif dalam Percakapan Nonformal Siswa di Madrasah Aliyah Muhammadiyah Palu. *Jurnal Bahasa dan Sastra*, *Vol 5, No 1*, 5(1).

Susilowati, H. (2013). Tindak Tutur pada Kalimat Interogatif dalam Novel Garuda Putih Karya Suparto Brata. *Universitas Negeri Yogyakarta*. https://eprints.uny.ac.id/25113/1/Heni%20Susilowati%2008205241047.pdf

Sutik, S. (2012). Tindak Tutur Ekspresif Guru terhadap Siswa dalam Pembelajaran Bahasa Indonesia Kelas VIII SMP Negeri 7 Jember. *Repository Universitas Jember*.

Suyono. (1990). *Pragmatik Dasar-Dasar dan Pengajarannya*. Malang: Yayasan Asih Asah Asuh Malang.

Wijana, I. D. P. (2004). *Dasar-Dasar Pragmatik*. Yogyakarta: Andi Offset.

Wiwaha, R. S. R., Andajani, K., & Harsiati, T. (2021). Tindak Tutur Ekspresif dalam Video Pembelajaran Bahasa Indonesia. *Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*,

Vol. 7 No. 2, 335–352. https://doi.org/10.22219/kembara.v7i2.17702

Yule, G. (2014). *Pragmatik*. Yogyakarta: Pustaka Belajar.

Yuliantoro, A. (2020). *Analisis Pragmatik*. Surakarta: UNWIDHA Press.

Zainuddin. (2018). Tindak Tutur Ekspresif Guru dalam Pembelajaran Bahasa Indonesia Siswa Kelas X Man Pinrang. *Doctoral Dissertation, Universitas Negeri Makassar, 15 (4)*. http://eprints.unm.ac.id/11622/1/jurnal%20zaid.pdf

Zudra, N. (2022). Tindak Tutur Ekspresif dan Strategi Bertutur Siswa dalam Pembelajaran Bahasa Indonesia di Sekolah Menengah Pertama Negeri 1 Palembayan Kabupaten Agam. *Doctoral dissertation, Universitas Negeri Padang*. http://repository.unp.ac.id/40918/