# An Analysis of the Influence of Social Media on Direct and Indirect Illocutionary Speech Acts Among Students at Dhuhaa Islamic School

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**ABSTRACT**

This research aims to describe and inform about the influence of social media on the speech acts or behavior of students in an educational unit by looking at it based on direct illocution and indirect illocution. The data in this analysis are students in grades 4, 5 and 6 of SD Dhuhaa Islamic School. The primary data in this research are students' actions and speech related to direct locution and indirect illocution, while the secondary data are books or expert opinions related to the object of this research. This research is included in qualitative research. The data collection techniques used were interviews and observation. This research uses a content analysis method. Based on the research that has been carried out, it is concluded that there is an influence from the use of social media on the speech acts of students in grades 4, 5 and 6 at SD Dhuhaa Islamic School. This is because of the speech acts or behavior shown by these students, which are included in the influence of social media.

**Keywords:** Speech Acts; Social Media; Direct Illocution; Indirect Ilocution

## INTRODUCTION

In recent years, social media has become a pervasive force in the lives of students, profoundly influencing their communication patterns and linguistic practices. Platforms such as Instagram, TikTok, and Facebook provide students with unique opportunities to engage with one another and express their thoughts, feelings, and ideas in novel ways. This shift towards digital communication has significant implications for the study of language, particularly in the context of speech acts— verbal expressions that convey intentions and meanings beyond mere words. Understanding how social media affects direct and indirect illocutionary speech acts is essential for grasping the evolving landscape of student communication.

Illocutionary acts, as defined by speech act theory, refer to the intended meaning behind a speaker's utterance. These acts can be categorized into direct and indirect forms, where direct illocutionary acts clearly convey the speaker's intention, while indirect illocutionary acts rely on context, implicature, and social cues. In an educational setting, the ability to effectively navigate these speech acts is crucial for students, as it enables them to articulate their ideas, engage in meaningful conversations, and build social relationships.

The Dhuhaa Islamic School, a prominent educational institution, serves as a compelling context for examining the influence of social media on illocutionary acts. With a diverse student body that actively engages with various social media platforms, the school provides an ideal environment for investigating how digital communication shapes linguistic expressions and social interactions. This research aims to analyze the ways in which social media influences direct and indirect illocutionary speech acts among students at Dhuhaa Islamic School, shedding light on the interplay between language, culture, and technology in contemporary educational contexts.

The significance of this study lies in its potential to enhance our understanding of how social media impacts communication skills and speech behavior among students. By exploring the nuances of illocutionary acts in the context of digital communication, educators and researchers can gain valuable insights into the linguistic competencies that students develop in online interactions. Furthermore, this research may inform pedagogical approaches that promote effective communication strategies, enabling students to navigate both online and offline conversations with confidence and clarity.

In conclusion, as social media continues to shape the ways in which students communicate, it is essential to investigate its effects on direct and indirect illocutionary speech acts. This study will contribute to the existing body of knowledge by examining the influence of social media on student communication patterns at Dhuhaa Islamic School, ultimately providing insights that can enhance educational practices and foster more effective language use among students in the digital age.

## LITEARATURE REVIEW

Social media is a medium for socializing with each other and is done online which allows humans to interact with each other without being limited by space and time. One example of social media is Facebook, Instagram, TikTok, etc. The function and use of social media have the same core, namely to socialize but are done indirectly or online. Social media that can be accessed anytime and anywhere makes the impact received by users occur faster, both positive and negative impacts. The real impact received can be seen directly, such as behavior, words, or in other words, a person's speech acts. Speech acts due to the impact of using social media vary. This can be influenced by the content or material displayed in a post on social media.

Speech acts are a means of expressing thoughts and feelings. When acting in speech, a person does not always say what is meant. The speaker often means more than what he actually says. A person often has different intentions from what he says, often even contradictory (Thomas, 1995). Based on the opinions of the experts above, the author can conclude that speech acts are a person's behavior or words to state something or express something. Acting in speech also does not always lead to an intended utterance, but the meaning that is intended to be conveyed can be something broader than what is said.

Speech acts are one of the discussions of language in the branch of pragmatics, namely the science that studies the structure of language externally or how a language is used in interaction and communication. Searle (in Wijana, 1969) said that pragmatically, acts that can influence a person's speech are divided into 3, namely locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary speech acts are speech acts used to ask something, illocutionary speech acts are speech acts used to state something and also to do something, while perlocutionary speech acts are speech acts whose expression is used to influence the interlocutor or the interlocutor. Based on the types of speech acts above, the author will analyze whether social media influences a person's speech acts or not.

According to Austin, the discussion of speech act theory divides language into two types, namely constative and performative. The first category, namely constantive utterances, is "saying something that has a true or false nature (Austin, 1962). Constative includes all descriptive expressions, statements of fact, definitions, etc. That is, discourse that informs and establishes (Searle, 1971). The second category, namely performative, is an utterance that does not explain or report or assert anything, is not true or false, and uttering a sentence is part of carrying out an action that is once again usually not described as saying something. Of the three speech acts that exist, the speech act that dominates the study of pragmatics is the illocutionary speech act. According to Searle, the categorization for identifying illocutionary speech acts is as follows:

1) Assertive, namely speech that binds the speaker to the truth of the proposition expressed, for example stating, suggesting, boasting, complaining, and claiming.

2) Directives, speech that is intended for the speech partner to carry out an action according to the speech, for example asking, ordering, requesting, advising, and recommending.
3) Commissive, namely an act that requires the speaker to commit to doing something in the future. Examples are promising, swearing, refusing, threatening, and guaranteeing.
4) Expressive, namely the expression of attitudes and feelings about a situation or reaction to the attitudes and actions of people. Examples of congratulating, giving thanks, completing, apologizing, welcoming, and thanking.
5) Declarative, namely illocution that causes change or conformity between proposition and reality. Examples are firing, naming, and punishing.

Based on the above categories, it can be concluded that all speech is performative or speech act. So according to Searle, the basic unit of linguistic communication is speech act. It can be a word, phrase, sentence, or sound that has the meaning of expressing the intention of the user or speaker. So it can be said that speech act is a language unit in pragmatics. In the sense that as long as the intended sound has a certain meaning, it can be said to be a speech act. Illocutionary speech act is divided into 2, namely direct illocutionary and indirect illocutionary. Direct illocutionary means when there is a direct relationship between the structure and communicative function of speech or speech whose locution clearly uses a verb that is in accordance with its illocutionary power.

*Table 1. Direct illocutionary acts based on similarities in structure and communicative function*

| Speech act | Types of Sentences | Function | Example |
|---|---|---|---|
| Statement | Declarative | Conveying information (true/false) | The situation is safe and under control. |
| Question | Interrogative | Asking for information | Where did it happen? |
| Commands, requests | imperative | Make the speech partner carry out certain actions | Please get the file! |

*Table 2. Direct illocutionary act based on the suitability of the locutionary verb and its illocutionary act*

| Speech act | Illocution | Example |
|---|---|---|
| Statement | Assertive (stating) | I declare that the situation is safe and under control. |
| Question | Directive (asking) | Who is doing this task? |
| Request | Directive (request) | Please lend me some money. |
| Promise | Commissive (promising) | I promise to return the money. |

On the other hand, indirect illocution occurs because of the difference between the locution and its illocution. What is said by the speaker has a different intention or

meaning, or it can occur because there is no direct relationship between the structure or form and the illocution. If in direct illocution it does not require context, in indirect illocution it is mandatory to present the context of the speech. The speaker and the speech partner must have the same background knowledge of the speech act. The difference between direct and indirect illocution can be seen as follows.
1) Please close that window.
2) Can you close that window?
3) I am cold.

The three utterances actually have the same meaning, namely the speaker asks his/her interlocutor to close the window. Utterance 1) is a direct speech act because the utterance and illocution are in accordance. Utterance 2) and especially utterance 3) are indirect speech acts. In utterance 2) the request speech act is uttered by asking the interlocutor's ability to close the window, while in utterance 3) to know that the utterance is a request, the interlocutor must know the context. In this case, the utterance "I'm cold" which is literally interpreted as the speaker's condition, is interpreted as a request because the interlocutor sees that the speaker is cold because of the cold wind coming in from the window, so the interlocutor closes the window so as not to get cold.

**METHOD**

Research is a way to solve a problem or find answers to problems faced scientifically, using reflective thinking, scientific thinking with procedures that are in accordance with the objectives and nature of the investigation (Yusuf, 2017). In general, the research method is a scientific way to obtain data with certain goals and uses (Ramadhan, 2021). So in finding answers or results in research there must be a research methodology and must use a rational, empirical, systematic, and factual process. The research approach used is a qualitative approach with interview and observation methods. The data used in this study are students in grades 4, 5, and 6 of Dhuhaa Islamic School Elementary School. The data sources used are primary data and secondary data. The primary data used are the results of interviews and observations conducted on students in grades 4, 5, and 6 of Dhuhaa Islamic School Elementary School, while the secondary data used are reference books or other notes related to this study. The data collection technique used is data analysis techniques in the form of data reduction, data presentation, and drawing conclusions.

**RESULT AND DISCUSSION**

Based on the research that has been conducted, the following results were obtained:

*Table 1. Direct and indirect illocutionary acts*

| Speech act | Types of Sentences | Sentence | Social media |
|---|---|---|---|
| Statement | Declarative | 1. It's really good. <br> 2. Cyanide, cyanide. <br> 3. Ugh, so nosy. <br> 4. Yes. <br> 5. Hello guys. This is me guys. | Tik Tok |
| Question | Interrogative | 1. Ms. Do you want to know? Just want to know or really want to know? <br> 2. Hey, do you want to know? <br> 3. Why? Why? | Tik Tok Instagram |

The research results provide valuable insights into the direct and indirect illocutionary acts observed among students using social media platforms, particularly TikTok and Instagram. The findings are categorized into two main types of speech acts: declarative and interrogative sentences. Each type demonstrates unique communicative functions, reflecting the social dynamics and cultural influences prevalent in online interactions.

Declarative sentences serve as expressive tools that convey the speaker's feelings, opinions, or observations. For instance, the statement "It's really good." exemplifies an expressive act where a student reacts positively to something their friend is using or discussing. This form of expression is common in social media environments where sharing opinions on products or experiences is frequent. Another intriguing example is the phrase "Cyanide, cyanide." This expression has gained popularity on TikTok, showcasing how certain words or phrases can become trendy among users, thus shaping the way students communicate. The influence of social media trends on language use highlights the evolving nature of communication, particularly among younger generations.

The expression "Ugh, so nosy." illustrates a reaction to perceived curiosity from friends. It encapsulates the informal and candid style characteristic of social media discourse, where users often feel comfortable expressing annoyance or frustration in a lighthearted manner. This sentence underscores the importance of relational dynamics in online interactions, where expressions of exasperation can foster camaraderie among peers.

Moreover, the sentence "Yes." followed by "cuaks" reflects a common practice of affirming statements made by friends. In this context, "cuaks" serves as a trendy expression that adds a playful tone to the conversation. Such language usage emphasizes the influence of social media in shaping vernacular and creating a shared lexicon among students. Lastly, the greeting "Hello guys. This is me, guys." illustrates a typical opening used by content creators to engage their audience. This

sentence reflects the performative aspect of social media communication, where establishing a connection with viewers is crucial. It highlights how students adopt particular speech patterns to resonate with their peers and create a sense of belonging within the digital community.

Interrogative sentences, on the other hand, serve to elicit information or provoke discussion. The sentence "Ms, do you want to know? Just want to know or really want to know?" exemplifies a playful tone among students when inquiring about someone's interest in a particular topic. This type of questioning often occurs in a non-serious context, fostering a relaxed atmosphere where students feel free to joke and engage in light banter. The second interrogative sentence, "Hey, do you want to know?" is used among peers to share information, often in a teasing manner. This reflects the social dynamics of student interactions, where playful teasing can serve as a means of bonding. The use of casual language in these inquiries underscores the informality prevalent in social media communication.

Lastly, the phrase "Why? Why?" represents a spontaneous reaction to curiosity or confusion. This repetition emphasizes the intensity of the speaker's interest in a topic, capturing the essence of conversational dynamics among students. It shows how students utilize direct questions to navigate their social environment, fostering engagement and dialogue.
Overall, the analysis of direct and indirect illocutionary acts within the context of social media highlights the nuanced ways in which students communicate. The declarative and interrogative sentences not only reveal individual expressions and inquiries but also demonstrate the broader cultural influences that shape language use among students. As social media continues to evolve, it will undoubtedly play a significant role in the development of new linguistic trends and communicative practices among younger generations.

**CONCLUSION**

Based on the results of the research conducted, it can be concluded that there is an influence of social media on students in grades 4, 5, and 6 on their speech acts or behavior. This can be seen from the way they interact with each other and also their interactions with teachers in class. This influence can be positive if what is imitated is good things, and vice versa. This influence can be negative if its application is not adjusted to the situation and conditions that are taking place. Or to whom the student is talking to or speaking to.

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