

ABSTRAK

Febriani, Dwi Putri. 2019. *Analisis Tindak Tutur Direktif Guru dan Siswa dalam Kegiatan Belajar Mengajar Kelas V di SDN Minomartani 1: Suatu Kajian Pragmatik*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sanstra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini membahas tentang jenis-jenis dan makna pragmatik tindak tutur direktif guru dan siswa dalam kegiatan belajar mengajar kelas V di SDN Minomartani 1. Tujuan dari penelitian ini adalah mendeskripsikan jenis-jenis tindak tutur direktif dan mendeskripsikan makna pragmatik tindak tutur direktif guru dan siswa dalam kegiatan belajar mengajar kelas V di SDN Minomartani 1. Jenis penelitian ini adalah penelitian deskriptif kualitatif dengan tujuan untuk mendapatkan deskripsi objektif tentang tuturan guru dan siswa dalam kegiatan belajar mengajar. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu, teknik simak bebas libat cakap, teknik rekam, dan teknik catat. Teknik analisis data yang dilakukan peneliti meliputi empat tahap yakni, identifikasi, klasifikasi, interpretasi, dan pelaporan.

Dalam penelitian ini ditemukan berbagai jenis dan makna pragmatik tindak tutur direktif guru dan siswa dalam kegiatan belajar mengajar kelas V di SDN Minomartani 1. Jenis-jenis tindak tutur direktif yang ditemukan yakni, tindak tutur direktif permintaan, tindak tutur direktif perintah, tindak tutur direktif pertanyaan, tindak tutur direktif larangan, tindak tutur direktif nasihat, dan tindak tutur direktif pemberian izin. Dilihat dari data yang telah dikumpulkan jenis tindak tutur direktif yang paling dominan muncul adalah tindak tutur direktif perintah. Adapun makna pragmatik yang ditemukan dalam tuturan baik secara langsung maupun tidak langsung yakni, harapan, mendesak, mengingatkan, mengarahkan, menyindir, melarang, menyuruh, memohon, mengizinkan, menganjurkan, menegur, membujuk, dan mengkritik.

Hasil dari penelitian ini membuktikan bahwa, untuk memahami maksud dari suatu tuturan, baik penutur maupun mitra tutur harus mampu memahami konteks situasi tuturan yang mendasari tuturan tersebut. Dengan demikian, komunikasi yang terjadi antara penutur dan mitra tutur akan dikatakan berhasil dan tidak menimbulkan kesalahan dalam penafsiran maksud tuturan.

Kata kunci: Pragmatik, tindak tutur direktif, jenis tindak tutur direktif

ABSTRACT

Febriani, Dwi Putri. 2019. *Analysis of Directive Speech Acts of Teachers and Students in Grade V during Teaching and Learning Activities at Public Elementary School of Minomartani 1 : A Pragmatic Study*. Thesis. Yogyakarta: Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

This study discussed the types of directive speech acts and their pragmatics meanings during the teaching and learning process occurring between the fifth graders of Public Elementary School of Minomartani 1 and their teachers. The objective of this study was to describe the types of directive speech acts and describe the meaning of pragmatic speech acts in teacher directives and students class V teaching and learning activities at Minomartani Elementary School 1. The type of this study was qualitative descriptive with the goal of obtaining objective descriptions of the teachers and students' speech acts in teaching and learning activities. The data collection techniques used in this study were skillful listening, recording, and note-taking. The analysis techniques conducted include four stages, namely, identification, classification, interpretation, and reporting.

In this study, various types of directive speech acts and their pragmatic meanings during the teaching and learning process occurring between the fifth graders of Minomartani 1 Public Elementary School and their teachers were noticed and obtained. The types of directive speech acts noticed and obtained were in the forms of demand, order, disallowance, and permission. Judging from the data collected, the most dominant type of directive speech act that appeared was the order directive speech act. The pragmatic meanings found in both direct and indirect speeches were to expect, urge, remind, direct, insinuate, prohibit, tell, beg, permit, encourage, rebuke, persuade, and criticize.

The results of this study proved that, to understand the aim of a speech, both speakers and speech partners must be able to understand the context of the situation that underlined the speech. As a result, communication that occurred between speakers and speech partners would not cause errors in the interpretation of speech intentions. Thus, it would be considered successful.

Keywords: Pragmatics, directive speech act, type of directive speech act