

ABSTRAK

Karolina Suryati Cendrakasih, 2011, “Jenis dan Fungsi Pragmatis Kalimat dalam Tuturan Guru Mata Pelajaran Bahasa dan Sastra Indonesia di Sekolah Menengah Pertama Maria Asumpta Klaten”. Program Studi Sastra Indonesia, Jurusan Sastra Indonesia, Fakultas Sastra, Universitas Sanata Dharma.

Dalam skripsi ini dibahas jenis dan fungsi kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia di Sekolah Menengah Pertama (SMP) Maria Asumpta Klaten. Ada dua masalah yang dijawab dalam penelitian ini. Pertama, apa saja jenis kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia di SMP Maria Asumpta Klaten? Kedua, apa saja fungsi pragmatis dari setiap jenis kalimat dalam tuturan guru Mata Pelajaran Bahasa dan Sastra Indonesia di SMP Maria Asumpta Klaten?

Penelitian ini dilakukan melalui tiga tahap, yaitu pengumpulan data, analisis data, dan penyajian hasil analisis data. Setiap tahap penelitian dilaksanakan dengan menggunakan metode tertentu. Pada tahap pengumpulan data, digunakan metode simak atau observasi. Metode simak diterapkan dengan menggunakan teknik sadap dan teknik lanjutannya adalah teknik rekam. Yang direkam adalah tuturan yang diucapkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia ketika mengajar di kelas di SMP Maria Asumpta Klaten. Kemudian hasil rekaman ditranskripsi secara ortografis. Pada tahap analisis data digunakan metode agih dan metode padan. Metode agih diterapkan dengan teknik baca markah. Teknik baca markah digunakan untuk mengidentifikasi jenis-jenis kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia ketika mengajar di kelas di SMP Maria Asumpta Klaten. Metode padan yang digunakan adalah metode padan pragmatis. Metode padan pragmatis ini digunakan untuk menentukan fungsi kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia di SMP Maria Asumpta Klaten. Pada tahap penyajian hasil analisis data digunakan metode informal dan metode formal. Metode informal merupakan kaidah jenis dan fungsi kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia di SMP Maria Asumpta Klaten disajikan dengan kalimat-kalimat, sedangkan metode formal merupakan kaidah jenis dan intonasi kalimat yang digunakan guru Mata Pelajaran Bahasa dan Sastra Indonesia SMP Maria Asumpta Klaten disajikan dalam bentuk lambang.

Hasil penelitian ini adalah sebagai berikut. Pertama, jenis kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia di SMP Maria Asumpta Klaten, meliputi kalimat suruh, kalimat tanya, dan kalimat berita. Setiap kalimat tersebut, masing-masing memiliki ciri-ciri tertentu.

Kalimat suruh yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia ketika mengajar di kelas adalah kalimat suruh pasif, sama halnya dengan kalimat suruh pada umumnya, kalimat suruh pasif memiliki pola intonasi 2 3 # atau 2 3 2 #. Selain itu, kalimat suruh pasif merupakan kalimat suruh yang predikatnya berupa kata kerja suruh pasif dan subjeknya berupa nomina yang berperan sebagai penderita. Kata kerja suruh pasif yang dimaksud meliputi kata

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kerja suruh pasif orang kedua, kata kerja suruh pasif *di-*, dan kata kerja suruh pasif berpronomina persona kita. Menurut strukturnya, kalimat suruh pasif dapat dibedakan menjadi dua jenis, yaitu kalimat suruh pasif yang berstruktur P-S dan kalimat suruh pasif yang berstruktur S-P. Ada pula kalimat suruh pasif yang tidak menyebutkan subjeknya karena subjeknya sudah disebutkan sebelumnya. Kalimat suruh pasif ada yang menyebutkan orang kedua yang disuruh dan ada yang tidak menyebutkan orang kedua yang disuruh. Ada kalimat suruh pasif yang berpemarah halus dan ada kalimat suruh pasif yang tidak berpemarah halus.

Kalimat tanya memiliki pola intonasi [2] 3 // [2] 3 2 #. Kalimat tanya ada yang semata-mata dibentuk oleh pola intonasi. Ada pula kalimat tanya yang disamping dibentuk oleh pola intonasi juga ditandai oleh pemarah tanya seperti *-kah, apa, apakah, bukan, bukankah, siapa, mengapa, kenapa, bagaimana, bilamana, kapan, bila, dan berapa*.

Kalimat berita memiliki pola intonasi [2] 3 // [2] 3 1 # dan [2] 3 // [2] 3 # apabila P-nya terdiri dari kata-kata yang suku kedua dari belakangnya bervokal /ə/. Kalimat berita ada yang semata-mata dibentuk oleh pola intonasi dan ada pula kalimat berita yang selain dibentuk oleh pola intonasi juga ditandai oleh pemarah berita seperti *nah, baik, adalah, dan dengan demikian*.

Kesimpulan kedua adalah setiap jenis kalimat yang dituturkan oleh guru Mata Pelajaran Bahasa dan Sastra Indonesia, memiliki fungsi untuk menyatakan suatu maksud dari penutur (guru) kepada mitra tutur (siswa). Kalimat suruh berfungsi utama untuk menyatakan suruhan kepada mitra tutur. Fungsi tersebut dapat dirinci menjadi fungsi memerintah, memberi dorongan, mengajak, memperingatkan, meminta tolong, mengancam, dan mempersilahkan.

Kalimat tanya berfungsi pokok untuk menanyakan sesuatu hal kepada mitra tutur. Fungsi menanyakan itu meliputi fungsi menanyakan benda, menanyakan manusia, menanyakan perbuatan, menanyakan sebab, menanyakan keadaan dan cara suatu perbuatan dilakukan, menanyakan tempat, menanyakan jumlah, memancing pertanyaan, memancing jawaban, mengkonfirmasi jawaban, menyindir, meminta keterangan, dan meminta alasan.

Kalimat berita berfungsi pokok untuk menginformasikan suatu hal kepada mitra tutur. Fungsi tersebut meliputi fungsi menyimpulkan, menyatakan persetujuan, menjelaskan, dan menginformasikan.

ABSTRACT

Karolina Suryati Cendrakasih, 2011, “ The Types and the Pragmatics Functions of the Sentences Spoken by Indonesian Language and Indonesian Literature Subject Teacher in Maria Asumpta Junior High School Klaten”. Indonesian Letters Study Programme, Department of Indonesian Letters, Faculty of Literature, Sanata Dharma University.

The thesis discussed about the type and the pragmatics function of the sentences spoken by Indonesian language and Indonesian literature subject teachers in Maria Asumpta Junior High School, Klaten. There are two problems that are discussed in the thesis. First, what are the types of the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten? The second, what are the pragmatics function of the type of the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten?

To solve the problems, the research was done in three stages; they were the data collection process, data analysis and the reporting process of the result of the data analysis. Each stage was done by using some specific methods. In data collecting process, the writer used the listening or observation method. The listening method was applied with tapping technique as the basic technique and recording technique as the follow-up techniques. The sentences spoken by the teachers of Indonesian language and Indonesian literature subject while giving information in class in Maria Asumpta Junior High School, Klaten were recorded. The recording was transcript orthographically. Data analysis was using the apportion method and comparing method. Apportion method is applied by using punctuation reading technique. The punctuation reading technique was used to identify the type of the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten. Comparing method used in the analysis is the pragmatic comparing method. Pragmatic comparing method used to determine the function of the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten. The informal method used in reporting of the result of data analysis, it was the principle of the types and the functions of the sentences reflected through the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten.

The results of the research were: First, the type of the sentences spoken by the teachers of Indonesian language and Indonesian literature subject in Maria Asumpta Junior High School, Klaten included the imperative sentences, interrogative sentences and the declarative sentences. Each sentence had its characteristics.

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The imperative sentences that were spoken by the teachers of Indonesian language and Indonesian literature subject while giving explanation in the class were the passive imperative sentences. As well as the other imperative sentences, had the intonation pattern 2 3 # or 2 3 2 #. Besides, the passive imperative sentence was the imperative sentence whose predicate was the passive order verb and the subject was the noun that had the role as the sufferer. The passive order verbs were including the second person passive order verbs, *di-* passive order verbs and the passive order verbs with noun person *kita*. According to the structure, passive order sentence can be classified into two types; they were the passive order sentence with P-S structure and passive order sentence with S-P structure. There was also the passive order sentence that did not mention the subject because it was already mentioned previously. There were some passive order sentences that mentioned the second ordered person and there were some that did not mention the second ordered person. There were the passive order sentences with the smoothing marker and there are passive order sentences without smoothing marker.

The interrogative sentence had an intonation pattern [2] 3 // [2] 3 2 #. The interrogative sentences can be formed just by the intonation pattern. There were declarative sentences that were formed intonation pattern that was marked by the interrogative markers such as *-kah, apa, apakah, bukan, bukankah, siapa, mengapa, kenapa, bagaimana, bilamana, kapan, bila, and berapa*.

The declarative sentence had intonation pattern [2] 3 // [2] 3 1 # and [2] 3 // [2] 3 # of the P- was consisting of the words whose second syllable from the end which has vowel /ə/. The declarative sentences can be formed just by the intonation pattern and also there were declarative sentences that were formed intonation pattern that was marked by the declarative markers such as *nah, baik, adalah, and dengan demikian*.

The second conclusion was that every type of sentences spoken by the teachers of Indonesian language and Indonesian literature subject had the function to state the intention of the speaker (teacher) to the speech partner (students). The imperative sentences had a main function to state the order to the speech partner. The function can be explained in detail as the ordering function, giving the motivation, stimulating function, warning function, asking for help, threatening and inviting function.

The interrogative sentence had a main function to ask something to the speech partner. The function was including the function to ask about the things, people, actions, causes, condition, the way people do something, places, number, to ask for question, answers, to confirm the answer, to satire, asking for explanation and asking for the reasons.

The main function of the declarative sentence was to inform something to the speech partner. The function was including the function to show the conclusion, showing the acceptance, to explain and to inform.