Analysis of Speech Act Theory in the News "Indonesia's Urge on Access to Education for Women in the Taliban" on the Tempo.co page

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Abstract
This study aims to examine pragmatics in speech act theory in the news "Indonesia's insistence on access to education for women in the Taliban" on the Tempo.co page, while the speech act theory was first initiated by J.L Austin which was later developed by J.R Searle. In this study using a descriptive qualitative method with a mechanism for collecting literary sources, in-depth reading of literary sources, recording important information, analysis, and conclusions. This study analyzes the theory of speech acts in the form of locutionary, illocutionary and perlocutionary in the news on the Tempo.co page. The results of this study indicate: (1) Tempo.co contains the theory of locutionary, illocutionary and perlocutionary speech acts, (2) 2 assertive illocutionary speech acts, 2 directive illocutionary acts, 2 expressive illocutionary acts, 4 declarative illocutionary acts and 1 commissive illocutionary act , (3) The dominant speech act theory is illocutionary speech act. Illocutionary speech acts are actions carried out with the aim of conveying a specific purpose which will later affect the speech partner.
Keywords: Pragmatic, Speech Act, Tempo.co

INTRODUCTION

Language is one of the essential things in human life. Not only as an instrument to convey what is in the mind, language is also believed to be the mind itself or as Heidegger articulated that language is the home of being (Heidegger: 1998, 257-258). This means that human recognition of its existence is inseparable from recognition of language itself. Everything that exists in the world will be correlated with meaning in language. The lack of access to a parallel language will only cause a break in the proper rate of understanding when humans interact with animals or even when humans interact with inanimate objects.

The study of language concerns many scientific fields and one of them is linguistics. Linguistics is the study of the intricacies of language. Akmajian et al (2010) argue that, at least, linguistics consists of syntax (sentence structure), semantics (meaning), morphology (word structure), phonetics (sounds of language), phonology (sound system regarding a particular language) and pragmatics (context of meaning). Linguistics in learning is divided into two namely, structural linguistics and functional linguistics (Rohmadi, 2016: 194). Morphology, discourse, phonology, syntax and semantics are part of structural linguistics. Meanwhile, parts of functional linguistics are sociolinguistics, dialectology, neurolinguistics, pragmatics, psychopragmatics, dialect geography, and other applied linguistics.

In linguistic teaching and learning activities it is necessary to learn to know the various systems, ways, parts and structures of a word or sentence in a discourse. Linguistic optimization can be done through listening, reading, speaking and writing activities. These activities in the process have meanings, both implied and implied. The branch of linguistics that specifically discusses meaning is none other than pragmatism.

Pragmatism first appeared in scientific literature around 1870. Figures who are known to initiate this branch of linguistics include Charles Sanders Peirce, William James, and John Dewey. Pragmatism is a tradition that broadly emphasizes the truth of its views on the practical dimension or on the empirical level. Peirce in his treatise entitled How to Make Our Ideas Clear (1878) formulates pragmatism in a well-known logic maxim which is intended as a reference for the core of a typical understanding of pragmatism, namely considering what effects may have practical influences which are then regarded as objects of conception and ultimately the conception of the effect becomes the whole (understanding) of the object. There is an understanding between the meaning of objects and the objects themselves in reality which then gives birth to empirical truth (Unzurna et al., 2022).

Pragmatic theory, at least, covers particular views such as implicature, speech acts, relevance and conversation (Mey, 1993). Speech acts will be the perspective used in this study because: 1) the study of speech acts is very relevant to the research object, namely, written expressions produced by online media, 2) the use of speech act theory in academic studies in Indonesia is still relatively small, 3) there is an urgency to maximize knowledge about speech acts as a phenomenon that is very close to everyday life. On the other hand, the object of this research is a national-scale news article released by Tempo.co with the title "Indonesia Urges the Taliban to Provide Access to Education for Women". The article was chosen as a form of the researcher's alignment with discourses related to women and education as well as the researcher's belief in Tempo.co as one of the online media that provides credible information. Meanwhile, the purpose of this study is to present the results of an analysis of written expressions in the form of news articles based on speech act theory (Sariyati et al., 2022).

RESEARCH METHODS

This study uses a qualitative research method with the object of research being a news article on the Tempo.co page with the title "Indonesia Urges the Taliban to Provide Access to Education for Women" while the perspective of this research is speech act theory. The mechanism for carrying out this research includes collecting library sources, in-depth reading of literary sources, recording important information, analysis, and conclusions. This research is included in the descriptive qualitative research. According to Sugiyono (2016: 9), a qualitative descriptive method is a research method based on the philosophy of positivism. This means that the object under study will be studied in ways that are logical, objective, and based on facts where the researcher acts as the key instrument that ensures the validity of the research.

RESEARCH RESULTS AND DISCUSSION

Speech acts are a theory coined by J.L Austin regarding the use of language. In a book entitled How to Do Things with Words, Austin divides speech forms into constative and performative forms. After that, Austin also proposed dividing speech acts into three categories, namely locutionary acts, illocutionary acts and perlocutionary acts (Austin, 1962: 108). Constantive utterances refer to linguistic expressions that contain true or false values, these utterances are often used to explain facts or a statement in accordance with reality. For example the statement "Indonesia is experiencing moral degradation". If the statement is in accordance with real conditions in life, then the statement is validated as a true statement.

On the other hand, performative utterances refer to linguistic expressions that are used to express something that contains a certain action. What distinguishes performative utterances from constant utterances is that there is no ethical quality in performative utterances. Examples of performative utterances are "I'm sad", "Be careful there are lots of small children on the road", and "I'm very annoyed to face you today". These three statements are performative because

they only express a certain mental attitude without being accompanied by ethical judgment tendencies.

The performative utterance itself is divided into three speech fragments which include locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts. Safitri et al (2021: 1) in their research report explained that locutionary speech acts are actions taken to communicate or simply convey information. Meanwhile, illocutionary speech acts are actions carried out with the aim of conveying a specific purpose which will later affect the speech partner. Different from the two previous speech acts, perlocutionary speech act is defined as an action performed by the speech partner after being influenced by an illocutionary statement that emphasizes the speech partner to do something afterwards. Examples of such speech acts are reflected in the following statements: "That is a chair" (locutionary speech act), "The chair is nice, clean and comfortable" (illocutionary speech act), and finally "Let's sit there" (perlocutionary speech act).

Searle (1975:344-369) developed a theory of illocutionary speech acts into five types, including:

1. Assertive. Assertive speech is an illocutionary act that occurs when the speaker states his intention in the form of suggesting, swearing, showing off, and concluding. For example "No one is better at making desserts than me", "You should buy this lamp because it lasts longer, is brighter and has lower wattage, and is more economical".
2. Directive. This type of speech is intended to make the speech partner take direct action with statements that are ordering, inviting, begging, and proposing. For example "Please remove the newspaper from the table", "Shall we go buy some cakes?"
3. Commissive. Commissive speech is a type of speech act that shows the speaker's commitment to do something in the future or in the future. Commissive speech acts are reflected through statements that are planning, promising, and risking. For example "I plan to return to Tangerang next week", "Indra promises to visit us tomorrow"
4. Expressive. Expressive speech is intended to express the emotions or feelings of the speaker in a situation. Expressive speech acts are manifested in expressions of apology, expressions of thanks, expressions of regret, expressions of anger, and expressions of disappointment. For example "Thank you for visiting me", "Sorry, earlier I accidentally broke your glass."
5. Declarative. Declarative speech is a type of speech act that changes the situation when it is stated. This speech act is reflected through statements that are announcing, pointing, and declaring. For example "Muhammadiyah University of Tangerang announced that the Academic Community will be closed from 30 December 2022 to 01 January 2023".

The following is the result of an analysis of speech acts in the Tempo.co news entitled "Indonesia's Urge on Access to Education for Women in the Taliban":

Table 1. Speech Act Analysis

No	Expression	Speech Act	Speech Type	Information
1.	The Indonesian Ministry of Foreign Affairs expressed concern and disappointment	Illocution	Expressive	This sentence contains an expression of emotion (feelings) that is owned by the Government of Indonesia
2.	The Taliban's decision to suspend access to education	Illocution	Declarative	This sentence denotes the position chosen by the Taliban Government
3.	Through a tweet from the @Kemlu_RI account	Locution		This sentence gives information where the quote is taken from
4.	The Ministry of Foreign Affairs stated that education	Illocution	Assertive	This sentence contains the Indonesian Government's

	is a basic human right, both for men and women			affirmation of the nature of education
5.	Indonesia has always urged the Taliban to provide the widest possible access to education for women	Illocution	Directive	This sentence shows the political tendencies of the Government of Indonesia towards the Taliban Government
6.	he said as quoted Thursday, December 22, 2022	Locution		This sentence gives information about the time of the news quote
7.	On Tuesday, December 20, 2022	Locution		This sentence contains information about the time of the news quote
8.	Afghanistan's Ministry of Higher Education, which is under Taliban rule, announced a decision banning college education for women	Illocution	Declarative	These sentences state the decision announced by the Afghan Ministry of Higher Education.
9.	The decision is effective immediately until further notice	Illocution	Commissive	This sentence indicates the future decision of the Ministry of Higher Education of Afghanistan
10.	The announcement by the Taliban government, which is not yet recognized internationally, comes as the United Nations Security Council meets in New York to discuss Afghanistan	Locution		This sentence provides information about the status of the decisions of the Taliban Government in the international arena
11.	In March, the Taliban drew criticism from many foreign governments and Afghans for reneging on a promise to open all girls' secondary schools	Illocution	Declarative	This sentence contains statements from foreign governments and Afghans against the Taliban because they are considered to have disowned
12.	The Taliban's ban drew widespread criticism from the international community, especially from the United Nations (UN), the United States, Turkey and a number of other countries.	Illocution	Declarative	This sentence denotes a statement of condemnation from the international community against the ban made by the Taliban Government
13.	Saudi Arabia and Qatar have also urged the Taliban to reverse a decision banning women from attending college	Illocution	Directive	This sentence shows the political tendencies of Saudi Arabia and Qatar towards the Taliban Government
14.	The Indonesian Ministry of Foreign Affairs said, Indonesia firmly believes that women's participation in all areas of the life of the Afghan people is very important for the realization of a peaceful, stable and prosperous Afghanistan.	Illocution	Assertive	This sentence contains an expression of the Indonesian Ministry of Foreign Affairs' belief in the role of women in all fields
15.	Indonesian Minister of Foreign Affairs Retno Marsudi paid attention to	Illocution	Expressive	This sentence contains an expression of the emotions (feelings) that the Minister of Foreign Affairs of the

	the education of Afghan women several times, including during the Forum International Conference on Afghan Women's Education in Bali earlier this month which was initiated by Indonesia and Qatar.			Republic of Indonesia has towards the condition of women's education in Afghanistan in several moments
16.	The conference produced ten messages of support for women in Afghanistan. These include calls to expand opportunities and access for Afghan women and girls to benefit from formal education at all levels and various learning methods.	Perlocutionary		This sentence shows the results of a conference of countries that expressed disagreement with the decision of the Taliban government regarding the ban on education for women

CONCLUSION

Speech act theory is a subsection of pragmatic theory regarding the use of language and the meaning contained therein. Speech act theory was initiated by J. L. Austin and developed by J.R. Searle who is a student of Austin himself. Broadly speaking, speech act theory includes locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts. Illocutionary speech acts consist of five types of speech, namely expressive speech, directive speech, assertive speech, commissive speech, and declarative speech.

Analysis of the news text released by Tempo.co shows that there are four locutionary speech acts contained in statements numbered 3, 6, 7, and 10. Meanwhile, illocutionary speech acts are contained in eleven statements, including expressive utterances (in statements numbered sequences 1 and 15), directive speech (in statements numbered 5 and 13), assertive speech (in statements numbered 4 and 14), declarative speech (in statements numbered 2, 8, 11, and 12), and commissive speech (in statement number 9). The last speech act contained in the Tempo.co news text above is a perlocutionary speech act in statement number 16.

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