

A Pragmatic Study of Speech Acts in the Novel *Rantau Satu Muara* and Its Relevance to Indonesian Language Learning

Supriadi

waladiati691@gmail.com

A.Asnawi

andiasnawi277@gmail.com

Juliana Rahman

julianarahman379@gmail.com

Universitas Muhammadiyah Bulukumba

ABSTRACT

This study aims to describe speech acts in the novel *Rantau Satu Muara* by Ahmad Fuadi through a pragmatic approach and to explain their relevance to Indonesian language learning at SMP Muhammadiyah Bulukumba. This research employed a qualitative descriptive method with content analysis as the main approach. The data were taken from dialogues and utterances in the novel that contain locutionary, illocutionary, and perlocutionary acts. Data collection was conducted through reading and note-taking techniques, while data analysis was carried out by identifying, classifying, interpreting, and describing the forms and functions of speech acts found in the novel. The findings show that the novel contains various forms of speech acts, including locutionary acts, illocutionary acts, and perlocutionary acts, which reflect communication intentions, social interaction, and character responses. These speech acts also contain educational values that can support students' language awareness, character formation, and understanding of literary texts. The study concludes that *Rantau Satu Muara* is relevant as an alternative teaching material in Indonesian language learning, especially in learning activities related to analyzing language use, dialogue, character values, and literary meaning in junior high school. This relevance can help students improve pragmatic competence and appreciate literary works more critically and contextually.

Keywords: Speech Acts; Pragmatic Study; *Rantau Satu Muara*; Indonesian Language Learning; Junior High School

INTRODUCTION

Pragmatics is an important field in language studies because it examines how meaning is created through context, intention, and interaction. Language is not only used to deliver information, but also to perform social actions such as requesting, commanding, advising, promising, apologizing, refusing, and expressing feelings. In daily communication, the meaning of an utterance often depends on who speaks, to whom it is spoken, where it occurs, and what purpose the speaker wants to

achieve. Therefore, pragmatic analysis is useful for understanding how language functions in real communicative situations.

One of the main concepts in pragmatics is speech act theory. Speech act theory explains that when people say something, they also do something through their utterances. Austin and Searle classify speech acts into several forms, including locutionary, illocutionary, and perlocutionary acts. Locutionary acts refer to the literal meaning of an utterance, illocutionary acts refer to the speaker's intended meaning or function, and perlocutionary acts refer to the effect of the utterance on the listener. These three forms of speech acts are important for understanding the relationship between language, intention, and response in communication.

Speech acts can also be found in literary works, especially novels. A novel does not only present a story, but also represents human communication through dialogues between characters. Through dialogue, readers can understand the characters' intentions, emotions, conflicts, relationships, and values. For this reason, speech act analysis is relevant in literary studies because it helps reveal how utterances function in building meaning within a story. The pragmatic study of a novel can show how language is used by characters to influence others, express ideas, negotiate meaning, and reflect social realities. The novel *Rantau Satu Muara* by Ahmad Fuadi is one of the literary works that contains many meaningful dialogues. The novel presents various communicative situations involving social, religious, educational, and cultural values. The utterances spoken by the characters do not only function as parts of the narrative, but also reflect intentions, responses, and moral messages. Therefore, this novel is relevant to be analyzed using a pragmatic approach, particularly through speech act theory. The dialogues in the novel can provide examples of locutionary, illocutionary, and perlocutionary acts that reflect the complexity of communication in literary texts.

In the context of Indonesian language learning, literary texts have an important role in helping students understand language use, meaning, and values. Literature can support students not only in reading comprehension, but also in developing language awareness, moral understanding, and communicative competence. By analyzing dialogues in novels, students can learn how utterances are used in different contexts and how language can express intentions and influence listeners. This kind of learning can make literature more meaningful because students are encouraged to connect language use in texts with communication in real life. At SMP Muhammadiyah Bulukumba, the use of literary works such as *Rantau Satu Muara* can be an alternative teaching material in Indonesian language learning. The novel contains dialogues and educational values that can support learning activities related to language analysis, character values, and literary appreciation. Students can be guided to identify types of speech acts, interpret the speaker's intention, analyze the effects of utterances, and relate the values in the novel to their daily lives. Through this approach, Indonesian language learning can become more contextual, communicative, and value-based.

Previous studies have shown that speech act analysis is useful for examining the relationship between language, meaning, and social interaction in literary texts. However, studies that connect speech acts in novels with their relevance to Indonesian language learning still need further discussion. Therefore, this study focuses not only on identifying the forms of speech acts in *Rantau Satu Muara*, but also on explaining how the novel can be used as relevant teaching material for junior high school students. Based on this background, this study aims to describe the forms of speech acts in Ahmad Fuadi's *Rantau Satu Muara* and to explain their relevance to Indonesian language learning at SMP Muhammadiyah Bulukumba.

LITERATURE REVIEW

Pragmatics is a branch of linguistics that studies language use in context. Unlike semantics, which focuses on the literal meaning of words and sentences, pragmatics examines how meaning is shaped by speakers, listeners, situations, intentions, and social relationships. In communication, an utterance may have different meanings depending on the context in which it is used. Therefore, pragmatics is important for understanding how people use language to express ideas, perform actions, and create meaning in social interaction. One of the central theories in pragmatics is speech act theory. Speech act theory explains that language is not only used to say something, but also to do something. Austin introduced the idea that utterances can function as actions, while Searle further developed the classification of speech acts. In this theory, speech acts are commonly divided into three main types: locutionary acts, illocutionary acts, and perlocutionary acts. A locutionary act refers to the literal meaning of an utterance, an illocutionary act refers to the speaker's intention, and a perlocutionary act refers to the effect of the utterance on the listener.

Illocutionary acts can also be classified into several categories, such as assertives, directives, commissives, expressives, and declarations. Assertive acts are used to state, inform, explain, or describe something. Directive acts are used to ask, command, request, or suggest that someone do something. Commissive acts show the speaker's commitment to future action, such as promising or offering. Expressive acts express the speaker's feelings or psychological condition, such as thanking, apologizing, or praising. Declarative acts are utterances that can change a situation or social status when spoken by someone with authority. Speech act theory is relevant to the analysis of literary works because novels contain dialogues that represent communication between characters. Dialogue in a novel is not only used to move the story forward, but also to reveal character traits, emotions, conflicts, relationships, and values. Through speech act analysis, readers can understand how characters express intentions, respond to situations, influence others, and build social interaction. Therefore, pragmatic analysis can help uncover deeper meanings in literary texts.

A novel is a form of prose fiction that presents human experiences through plot, character, setting, conflict, theme, and language. In a novel, dialogue becomes an important element because it shows how characters communicate with one another.

The utterances spoken by characters may contain literal meanings, hidden intentions, emotional expressions, and social effects. For this reason, analyzing speech acts in a novel can help readers understand both the language function and the literary meaning of the text. The novel *Rantau Satu Muara* by Ahmad Fuadi is relevant for pragmatic analysis because it contains various dialogues that reflect social, religious, educational, and cultural values. The characters' utterances in the novel can be analyzed as locutionary, illocutionary, and perlocutionary acts. These utterances show how language is used to advise, motivate, inform, command, express feelings, and influence others. Through this analysis, the novel can be understood not only as a literary work, but also as a source of language learning and character education.

Educational values in literary works are also important in Indonesian language learning. Literature can help students develop moral awareness, social sensitivity, religious understanding, and cultural appreciation. Values such as respect, responsibility, sincerity, perseverance, empathy, and love of knowledge can be learned through the experiences and utterances of characters in a novel. Therefore, literary texts can support character education because they present values in meaningful and contextual ways. In junior high school, Indonesian language learning includes the study of literary texts, language use, dialogue, meaning, and values. By using novels as teaching materials, teachers can guide students to analyze utterances, identify speaker intentions, understand character responses, and connect literary values with real-life communication. Speech act analysis can also help students improve pragmatic competence because they learn that meaning is not always stated directly but often depends on context and intention. Based on these theoretical perspectives, the analysis of speech acts in *Rantau Satu Muara* is relevant to Indonesian language learning at SMP Muhammadiyah Bulukumba. The novel provides examples of meaningful communication and educational values that can be used in classroom activities. Through pragmatic analysis, students can learn to understand language function, interpret dialogue, appreciate literary meaning, and develop character values through Indonesian language learning.

METHOD

Design and Sample

This study employed a descriptive qualitative design. This design was selected because the research focused on describing, interpreting, and explaining speech acts found in the novel *Rantau Satu Muara* by Ahmad Fuadi. The study did not aim to measure variables statistically, but to understand language phenomena in a literary text, especially the forms and functions of locutionary, illocutionary, and perlocutionary acts. The method used in this study was content analysis. Content analysis was considered appropriate because the data were taken from written texts in the form of dialogues and utterances in the novel. Through this method, the researcher could identify, classify, and interpret utterances that contain speech acts and educational values. The source of data was the novel *Rantau Satu Muara* by

Ahmad Fuadi, while the data consisted of words, phrases, sentences, and dialogues that represent speech acts. The study also connected the findings to Indonesian language learning at SMP Muhammadiyah Bulukumba.

Instruments and Procedures

The main instrument of this study was the researcher, because qualitative research requires the researcher to read, identify, classify, and interpret the data. Supporting instruments included reading notes, data cards, and classification tables. These instruments were used to record utterances from the novel, classify them based on types of speech acts, and describe their meanings and relevance to Indonesian language learning. The data collection procedures were conducted through reading and note-taking techniques. First, the researcher read the novel *Rantau Satu Muara* carefully and repeatedly to understand the storyline, characters, context, and dialogues. Second, the researcher identified utterances that contained locutionary, illocutionary, and perlocutionary acts. Third, the selected utterances were recorded in data cards or classification tables. Fourth, the researcher examined the context of each utterance to understand the speaker's intention and the effect of the utterance on the listener. In addition, the researcher also noted educational values found in the novel, including religious, moral, social, and cultural values.

Data Analysis

The data were analyzed qualitatively through several stages. The first stage was data identification, in which the researcher selected utterances that contained speech acts. The second stage was data classification, in which the utterances were grouped into locutionary, illocutionary, and perlocutionary acts. The third stage was interpretation, in which each utterance was analyzed based on its context, speaker intention, and effect on the listener. The fourth stage was description, in which the results were explained clearly in relation to pragmatic theory. After analyzing the speech acts, the researcher connected the findings to Indonesian language learning at SMP Muhammadiyah Bulukumba. The analysis focused on how the novel could be used as teaching material to help students understand dialogue, language function, speaker intention, character values, and literary meaning. The educational values found in the novel were also analyzed to show their relevance to character education. To maintain the validity of the analysis, the researcher conducted careful reading, repeated checking, consistent classification, and interpretation based on speech act theory.

RESULTS AND DISCUSSION

The results of this study show that the novel *Rantau Satu Muara* by Ahmad Fuadi contains three main forms of speech acts, namely locutionary acts, illocutionary acts, and perlocutionary acts. These speech acts appear in the dialogues between characters and reflect different communicative purposes, such as giving information, expressing intentions, advising, motivating, commanding, and

influencing others. Locutionary acts were found in utterances that express literal meanings. These utterances are used by the characters to state information, explain situations, describe experiences, and convey facts directly. In the novel, locutionary acts help readers understand the basic meaning of the dialogues and the context of the story. The findings show that there are 42 locutionary acts in *Rantau Satu Muara*. These acts indicate that many utterances in the novel function to communicate clear and direct information.

Illocutionary acts were the most dominant type of speech act found in the novel. These acts show the speaker's intention behind an utterance. In *Rantau Satu Muara*, the characters use illocutionary acts to advise, request, command, remind, motivate, express feelings, and guide others. The findings show that there are 51 illocutionary acts in the novel. This indicates that the dialogues in the novel contain many communicative intentions that need to be understood through context, not only through the literal meaning of the words. Perlocutionary acts were also found in the novel. These acts refer to the effects produced by an utterance on the listener. In the novel, several utterances make the listener feel encouraged, touched, aware, motivated, or influenced to take certain actions. The findings show that there are 39 perlocutionary acts in *Rantau Satu Muara*. These acts demonstrate that language in the novel does not only convey meaning, but also creates emotional, mental, and behavioral responses from other characters.

The findings also reveal that the speech acts in the novel are closely related to educational values. The religious values found in the novel include gratitude, prayer, repentance, awareness of God, belief in divine help, and reflection on death. These values are expressed through the characters' utterances and experiences, which can help students understand spiritual messages in literary texts. In addition, the novel contains moral values such as respect for parents, self-confidence, humility, sincerity, solidarity, consistency, positive thinking, and seriousness in pursuing goals. These values are important because they can support students' character formation. Through the characters' dialogues and actions, students can learn how language reflects attitudes, responsibilities, and moral choices.

The social values found in the novel include helping others, showing affection, giving support, and caring for others. These values are reflected in the interactions between characters who advise, encourage, and support one another. The novel also contains cultural values, such as love of knowledge and love for the homeland. These values strengthen the relevance of the novel as a literary text that can be used to develop students' social and cultural awareness. The results indicate that *Rantau Satu Muara* is relevant as an alternative teaching material in Indonesian language learning at SMP Muhammadiyah Bulukumba. The novel can be used to help students analyze dialogue, identify types of speech acts, interpret speaker intentions, understand the effects of utterances, and appreciate educational values in literary works. Therefore, the novel supports both pragmatic competence and character education in junior high school learning.

The findings of this study show that speech acts in Ahmad Fuadi's *Rantau Satu Muara* play an important role in building meaning, character interaction, and educational messages in the novel. The speech acts found in the novel consist of locutionary, illocutionary, and perlocutionary acts. These three forms indicate that the utterances spoken by the characters are not only used to convey information, but also to express intentions, influence others, and create responses in communication. Locutionary acts in the novel show how characters deliver literal meanings through their utterances. These utterances are used to state facts, explain situations, describe experiences, and provide information. In literary learning, locutionary acts can help students understand the explicit meaning of dialogue. By identifying locutionary acts, students can learn how language is used to communicate direct messages in a literary text.

Illocutionary acts are the most dominant type of speech act found in the novel. This shows that many utterances in *Rantau Satu Muara* contain speaker intentions that go beyond literal meaning. The characters use language to advise, request, command, remind, motivate, and express feelings. These findings support the idea that communication cannot be understood only from the words spoken, but must also be interpreted based on context, speaker intention, and social situation. In Indonesian language learning, this type of analysis can help students develop pragmatic awareness and understand implied meaning in dialogue. Perlocutionary acts in the novel show the effects of utterances on the listener. Some utterances influence characters' feelings, thoughts, and actions. They may make the listener feel motivated, touched, encouraged, aware, or willing to do something. This finding shows that language has the power to shape attitudes and responses. In classroom learning, perlocutionary acts can be used to help students understand that communication has consequences and that words can influence other people emotionally and behaviorally.

The findings also show that speech acts in *Rantau Satu Muara* are closely connected to educational values. Religious values appear through utterances that reflect gratitude, prayer, repentance, belief in God's help, and awareness of death. Moral values are shown through expressions of respect, humility, sincerity, self-confidence, solidarity, consistency, positive thinking, and seriousness in pursuing goals. These values are important because they can support students' character development through literary learning. In addition, the novel presents social and cultural values. Social values are reflected in utterances that show care, affection, support, and willingness to help others. Cultural values appear through the characters' love of knowledge and love for the homeland. These values make the novel relevant for classroom use because Indonesian language learning is not only concerned with linguistic knowledge, but also with character building, cultural understanding, and social awareness.

The relevance of *Rantau Satu Muara* to Indonesian language learning at SMP Muhammadiyah Bulukumba can be seen from its potential as an alternative teaching material. The novel provides meaningful dialogues that can be used to

teach students how to analyze language function, identify speaker intention, interpret character responses, and understand educational values. Through pragmatic analysis, students can learn that dialogue in literary works has both linguistic and moral significance. From a pedagogical perspective, teachers can use the novel in several learning activities. Students can be asked to identify locutionary, illocutionary, and perlocutionary acts from selected dialogues. They can also classify the utterances, explain the speaker's intention, discuss the effect of the utterance on the listener, and relate the values in the dialogue to daily life. These activities can improve students' critical thinking, language awareness, communicative competence, and appreciation of literary works. The discussion confirms that *Rantau Satu Muara* is not only valuable as a literary text, but also as a source of pragmatic learning and character education. The speech acts in the novel help students understand how language works in context, while the educational values support the goals of Indonesian language learning. Therefore, the novel is relevant to be used as an alternative learning material for junior high school students, especially in learning activities related to dialogue analysis, language use, literary meaning, and character values.

CONCLUSION

This study concludes that Ahmad Fuadi's *Rantau Satu Muara* contains three main forms of speech acts, namely locutionary acts, illocutionary acts, and perlocutionary acts. The findings show that there are 42 locutionary acts, 51 illocutionary acts, and 39 perlocutionary acts in the novel. These speech acts appear through the dialogues between characters and reflect different communicative functions, such as stating information, advising, commanding, motivating, expressing feelings, and influencing the listener. The study also found that the speech acts in the novel are closely related to educational values. The novel contains religious, moral, social, and cultural values that can support students' character development. These values are expressed through the characters' utterances, actions, and life experiences. Therefore, the novel does not only function as a literary work, but also as a meaningful source for learning language, communication, and character values.

Based on the findings, *Rantau Satu Muara* is relevant as an alternative teaching material in Indonesian language learning at SMP Muhammadiyah Bulukumba. Through pragmatic analysis, students can learn to identify types of speech acts, understand speaker intentions, analyze the effects of utterances, and appreciate the educational values contained in literary texts. This learning process can help students improve their pragmatic competence, critical thinking, literary appreciation, and character awareness. Therefore, teachers are encouraged to use literary works such as *Rantau Satu Muara* in Indonesian language learning, especially in materials related to dialogue analysis, language use, literary meaning, and character education. Future researchers may conduct further studies on other novels or literary texts using pragmatic approaches to enrich the use of literature as contextual and value-based learning material.

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