

AN ANALYSIS OF THE ILLOCUTIONARY ACT IN INDONESIA'S MEME COMICS AT SOCIAL MEDIA AND ITS ADVANTAGES AS READING MATERIALS FOR SENIOR HIGH SCHOOL

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ABSTRACT: *This study aims to describe the functions of the expressive illocutionary act found in the discourse of Indonesia's meme comic; The use of illocutionary act in the discourse of Indonesia's meme comics; And the advantages of Indonesia's meme comic as a reading materials for students. The design of this research is qualitative research with descriptive and hermeneutical method. The data of this research are from the websites of Indonesia's Meme Comics that is on www.memecomid.com. The population of this research data is MCI discourses that were uploaded from 1 January 2017-28 February 2017 on www.memecomid.com as many as 306 memes. The sample is set at 20% of the total populations, which is 61 memes. The data collection technique used in this study is the technique of documentation and record-keeping techniques. The analyzing or processing of this research data is using qualitative analysis technique. The result of the research is that there are eight functions of expressive illocutionary act; they are the utterances of flattering, criticizing, blaming, complaining, and thanking. There are five utterance strategies in the meme discourse: speaking truth with bald on record, speaking truth with positive politeness, speaking truth with negative politeness, speaking vaguely, and speaking in the heart or silence. Some advantages of the memes discourse as the students' reading materials are: it can be used as reading material for the materials of writing creativity, such as poster material, slogan, and anecdotal text. The positive values found in the meme discourse are it can increase the students' interest in reading and encourage the students to think critically as well as the students can inspire and enhance the writing creativity.*

Keywords: Speech Acts, Illocutionary, Expressive, Meme Comic

INTRODUCTION

Nowadays people are getting smarter in utilizing social media as a means of delivering messages, such as criticism or satire of social phenomena and the means of self-expression. It can be seen clearly when people develop social media in the form of different links which are called *memes*. The popular *meme* in Indonesia is a *meme* in the category of *meme comic* or commonly called *Meme Comic Indonesia* (MCI). Indonesians more often criticize through the *memes* because it is an interesting way, but the impact is considerable. Thus, it can be said that *memes* are created because of social phenomena. This is because *memes* are the result of a imitation of reality. MCI discourse contains speech that aims or intends to convey a particular message to the reader. The purpose of MCI may be to provide information, education, advice, to elevate the phenomenon that occurs in society, to raise the political cases that are being

discussed or to invite readers to do something about the text found in MCI so that MCI can draw attention of the readers to join.

MCI discourse has an intention speech that can be studied in speech acts if it is considered more thoroughly. Based on the research results conducted by Wijayanti (2015) *meme* serves as a more specific communication tool as a way of expressing feelings, satire, and responses about a phenomenon that is happening. The content of the purpose of MCI discourse is what can be studied more deeply by using the theory of expressive speech acts and the study of the speech strategy. MCI discourse can also be used as the students' reading materials. Moreover most of the MCI fans are teenagers or students. The students are more interested in reading MCI discourse because of the peculiarities of the language game which is accompanied by pictures. The higher the students' interests in reading, the more increase the creative writing ability. Based on this, the writer is interested to examine the expressive illocutionary act in Indonesia's *meme* comic in social media and the advantages as the students' reading materials.

The formulation of the problem in this research are (1) How is the expressive illocutionary act on the Indonesian's *meme* comic discourse? (2) What kind of expressive illocutionary act is dominantly used in Indonesia's *meme* comic discourse? (3) How are the advantages of Indonesia's *meme* comic as the students' reading materials? The objectives of the research are (1) to describe the expressive illocutionary act on the Indonesian's *meme* comic discourse; (2) to describe the dominant expressive illocutionary act used in Indonesia's *meme* comic discourse; (2) to describe the advantages of Indonesia's *meme* comic as the students' reading materials.

THEORITICAL REVIEW

Speech Acts

Actions that produce a speech can be said as a speech act. Sumarsono and Paina (2002: 42) explain that speech act is an act expressed through language accompanied by movements or attitudes of limbs to support the delivery of intent. In expressing his feelings, the speaker can choose an utterance in which there is a presupposition and implicative of a special nature. It can also be said, that act of speech as an psychological of individual phenomenon and the sustainability is determined by the ability of the speaker in dealing with certain situations.

Yuliza (2013: 3) states that speech act is an utterance that directly and indirectly asks others to act on or do something like order, invite, offer, disallow, and so on. Hasibuan (2005: 94) explains that the theory of speech act sees semantics with broader context coverage in communication. Mulyana (2005: 80) sees the speech act in terms of function. According to him speech act is a function of language as a means of action. More simply, Yule (2006: 81) says that speech acts are actions that are displayed through speech.

Based on the above definitions, it can be concluded that speech act is a central form in the pragmatic with coverage of broader semantic context in communication. In speech acts, an action conveyed through language or speech focuses on the meaning or purpose of the speech delivery. Every speech act contains a speech that directly or indirectly asks someone to do something in accordance with the meaning of the speaker's utterance. Therefore, speech act is called as a means of action in linguistic communication. In simple way, speech acts can be

interpreted as expressions that imply either implicit or explicit intent and contain specific implicative.

Types of Speech Act

Locutionary Act

Locutionary act is a speech act which is more easily understood by the meaning of the speech. According to Umar (2011: 138), Locutionary act is a speech act to state something. This speech act is called the act of saying something. Meanwhile, according to Chaer and Leonie (2010: 53), locutionary act is the speech act which states something in the sense of "saying" or speech act in the form of a meaningful and understandable sentence. Searle calls this locutionary act by the term propositional act because this speech act is only related to the meaning.

Illocutionary Act

Illocutionary act has a broader purpose than the locutionary act because it is not just a speech that conveys information, but more than that. Umar (2011: 140) explains that a speech, besides its function is to say or to inform something, the function also to do something. When this happens, the speech act is formed is illocutionary act. The illocutionary act is called the act of doing something.

Illocutionary act can be a performative sentence. As Chaer and Leonie (2010: 53) state that illocutionary act is a speech act that is usually identified with explicit performative sentences. These Illocutionary acts are usually concerned with granting permission, saying thank you, telling, offering, and promising. Along with the opinions of Chaer and Leoni, Yule (2010: 84) also suggests that the illocutionary act is displayed through the communicative emphasis of a speech.

Perlocutionary Act

An utterance conveyed by someone often has a perlocutionary force or effect on the person who listens to it. This effect may be intentionally or unintentionally created by the speaker. The speech act intended is to influence the opponent's utterance is called perlocutionary (Umar, 2011: 141). This act is called the act of affecting someone. According to Chaer and Agustina (2010: 53) Perlocutionary act is a speech act related to the speech of others in connection with the attitude and nonlinguistic behavior of others. Furthermore, Nadar (2008: 15) explains that perlocutionary act serves to influence the opponent's utterance such as embarrassing, intimidating, persuading, and so forth.

The Function of Expressive Illocutionary Act

Leech defines the expressive speech act as a kind of speech act that serves to show the psychological attitude of the speaker to a state that is being experienced by the partner. The verbs that mark this speech act for example congratulating, saying thanks, feeling sympathy, apologizing (Leech, 2011: 328). Wulandari, et al (2015: 4) state that the expressive speech act is a speech that has the potential in bringing down the faces of speech acts, for example in the expressive speech acts kind of criticizing, complaining, accusing and criticizing, not everyone can accept criticism, complaints, and threat thrown at him. She also explains that in general, expressive illocutionary tends to be fun. Therefore, intrinsically this illocutionary is polite unless of course illocutionary acts of threat and accusation. Carretero, et al. (2015: 187) state

The resulting corpus-driven taxonomy included Expressive of two general types: self-centered, pertaining to the speaker/writer's feelings; and other-centered, focusing on the addressee's feelings. Self-centered Expressive include: Likings, which express positive emotional reactions; Concerns, which express worries; and Wishes, which claim that the truth of the proposition should (or should not) be the case.

The function of expressive speech acts in general is the assessment function. This is in accordance with the statement of Rustono (2000: 106) that the function of expressive pragmatic is a function referred by the speech utterance in its use to express an assessment. With this pragmatic function, the speaker intends to judge on what he says. This pragmatic function includes the speech of praising, thanking, criticizing, complaining, blaming, congratulating, and flattering.

The Utterance Strategy according to Brown and Levinson

The utterance strategy is a way or technique of utterance delivery specifically chosen by the speaker with different aims and objectives by considering various utterance situation factors. Brown and Levinson (1987) explain that the considerations that serve as the basis for choosing an utterance strategy are the factors as follow: (1) the social distance between the speaker and the partner. (2) the differences in power between the speaker and the partner. (3) the threat of a speech act based in a particular culture view. According Manaf (2011) in a particular culture there is a certain form of speech that is considered polite and there is also a form of certain speech that is considered impolite. The politeness strategy chosen by the speaker is based on the weightiness of threat face of the speaker and the listener (weightiness of the FTAx = Rx). According to Brown and Levinson (1987) there are five types of utterance strategy: (1) speaking straight without preamble, (2) speaking candidly with positive politeness, (3) speaking with negative politeness gestures, (4) speaking vaguely, and (5) speaking in the heart or silence.

Indonesia's Meme Comics

The word *meme* is taken by Dawkins from the Greek word "*mimeme*", which is deliberately taken the monosyllable one to sound like *gene* (Dawkins, 2006: 192). Attempts in searching for the terms that resemble *gene* are not without any reason, because Dawkins thinks *memes* are not much different from *genes*. If *genes* are used to explain biological evolution, then *memes* are used to explain cultural evolution. *Meme* itself covers everything we learn through imitation, including vocabulary, legend, song, or rule (Wijayanti, 2015: 5).

Brodie (2005: 38) in his book *Virus of the Mind* mentions that *meme* is a unit of information stored in the minds of a person, which affects events in the environment in such a way that it is more contagious in other people's minds. Brodie further divides the *memes* into three groups: *meme* distinguisher, the knife used to dissect the reality; strategy *meme*, the beliefs in a reason that will cause a certain effect; And association *meme*, our attitude toward everything in this life.

The popular *meme* in Indonesia is in the category of *meme* comic or commonly called *Meme Comic Indonesia* (MCI). *Meme Comic Indonesia* is the largest *meme* community in Indonesia with more than 1.7 million members. Since its establishment until now, the *memes* and humorous images made by the admin and its members many of them become trends to be shared among the Indonesian netizens. The *memes* resulted are various, ranging from parodies

of school situations, celebrities, economics, politics and much more (www.memecomid.com). The *memes* that exist today are very closely related to the various events that exist in the community, but packed with something that look entertaining. Indonesians are more often to criticize through *memes* because it is an interesting way, but the impact is quite large.

RESEARCH METHODS

Research Design

This research is a qualitative research with descriptive and hermeneutics methods. The descriptive-qualitative methods are used for the description of expressive illocutionary act on the discourse of Indonesian *meme* comic and the descriptions of the advantages of Indonesian *meme* comic as the students' reading material. The use of hermeneutic method is to interpret the meaning of phrases or sentences in the MCI discourse.

Data and Data Sources

The data of this research is a *meme* image that consists of MCI discourse phrases or sentences containing expressive illocutionary act in the utterances of praising, thanking, apologizing, congratulating, criticizing, and complaining. The data sourced from MCI uploaded on the site www.memecomid.com. In addition, the data in the form of the advantages of this study as the students' reading materials, the researcher got through the interview techniques. The speakers are three Indonesian language teachers in SMA (Senior High School) Negeri 1 Langsa (Aceh). The population of this research data is the MCI discourse that was uploaded from 1 January 2017-28 February 2017 on the website of www.memecomid.com which amounted to 306 *memes* (110 *memes* in January and 196 *memes* in February). The samples are 20% of the entire population. The sample used is purposive sampling technique that is the selected sample is the sample which can represent all the population.

Research Instruments

The instrument of this research is human, as human instrument that is the researcher conducted as the instrument and assisted by the tool aids like documentation and recording (interview).

Data Collection Techniques

The data collection techniques used in this study are the technique of documentation review and interview, as well as the technique used in the provision of the research data is the noting technique. Then, the researcher also used interview technique in collecting the data. The researcher interviewed three subjects of Indonesian language teachers in SMA Negeri 1 Langsa (Aceh) to find out the advantages of MCI discourse as the students' reading materials.

Data Analysis Technique

The process of data begins by grouping data collected through the interviews and the literature review as well as the records that are considered to support this research to be classified and analyzed based on the research interests. The results of data analysis is then prepared in the form of reports with descriptive analysis techniques, namely by describing the descriptions or the data that have been collected and analyzed them based on existing theories. Therefore, analyzing or processing this research data used qualitative analysis techniques.

DISCUSSION

An Analysis of Expressive Illocutionary Act Functions in MCI Discourse

An Analysis of Flattering Utterance

The expressive speech acts with a flattering sub-function are characterized by the speakers' speech to flatter the listener or the intended party (Chamalah and Turahmat, 2016: 36).

Data (1) *Wanita sholeha itu tau bagaimana menjalankan hobinya tanpa harus membuka aurat*" (The *sholeha* woman knows how to run her hobby without having to open the *aurat*)

The utterance in data (1) is a flattering expressive of lingual marker which is marked with the phrase *sholeha woman*. The *sholeha woman* utterance implies that the speaker (Pn) intends to give praise to the listener (Pt) (the *sholeha woman*) who keeps her nakedness in any situation, especially when it is undergoing her hobby. This flattering of pragmatic expressive function is referred by the intent of the utterance to express an assessment of the attitude of a *sholeha woman*.

The interpretation: The speech is delivered by the Pn to a *sholeha* (Pt) *woman* who is not merely a matter of praise, but aims to have a certain influence on the Muslim women to do something. The effect that Pn delivers through the utterance is Muslim women (Pt) remain close the *aurat* in any situation and anywhere.

The Utterance Context: This utterance uses a religious context that describes a female athlete who is playing a basketball by wearing a *hijab*. This utterance is spoken to Muslim women.

Data (2) "*Perempuan yang hebat itu adalah perempuan yang mau diajak hidup susah, tetapi lelaki yang hebat itu tidak akan mau mengajak perempuan buat hidup susah*" (A great woman is a woman who wants to live in a hard life, but the great man will not want to take the woman into a hard life). The utterance on the data (2) is an expressive lingual expressive marker which is marked by phrases of *A great woman* and *a great man*. The utterance implies that Pn (speaker) intended to flatter the woman who would be asked into a hard life. The woman is hailed as *a great woman*. Pn also flatters a man who will not want to invite women to live hard. The man also hailed as *a great man*. This flattering of pragmatic expressive function is referred by the intent of the utterance to express an assessment of behavior between woman and man.

The interpretation: the utterance on the data (2) aims to have a certain effect on woman and man. The effect on woman is that the woman can accept whatever the circumstances of her spouses, whether in happy times or in trouble time and still provides support or encouragement to her partner. The effect on man is that the man tries as hard as possible so that his partner does not live in distress. Those who are able to do what Pn is referring to as a great woman and *a great man*.

The Utterance Context: This utterance uses a context of solidarity that describes a person's actions or attitudes to others. The above utterance context is supported by a portrayal of a *meme* character named *Derp* who smiles while holding up his thumb as a token of praise. The flattery is delivered by Pn to the woman (Pt₁) and man (Pt₂).

An Analysis of Criticism Utterance

The expressive speech acts with the criticized subfunctions are marked by an utterance of Pn in the form of criticism or responses with good or bad consideration of a work, opinion, action and so on addressed to Pt (Chamalah and Turahmat, 2016: 35).

Data (3) "*Orang tua kerja keras, sementara di otak anak tinggal minat BB, Tab, dan Behel*" (Parents work hard, while in the child's brain there are just BB, Tab, and Behel)

The utterance on the data (3) is an expressive lingual marker of criticizing that is marked with the sentence "Parents work hard, while in the child's brain there are just BB, Tab, and Behel". The utterance implies that Pn intends to criticize the children who ask anything to their parents without thinking about the parents' difficulty in making a living. The expressive pragmatic function of this criticism is referred by the utterance of speech to assess the behavior of children to their parents.

The interpretation: The utterance was delivered by Pn to the children (Pt). The effect that Pn conveys through the utterance is to influence the children's behavior so that they better understand how difficult their parents to make a living to meet their needs so that they do not only demand their desires but also help the parents.

The utterance context: This utterance uses a moral context that describes a father and mother carrying a lot of shopping on a motorcycle. The picture in the discourse is a portrayal of parents who work hard for their children.

Data (4) "*Cewek itu kalo hari libur bantuin mama beres-beres rumah, bukannya malah males-malesan*" (A girl on holidays helps mamma tidy up the house, instead of being lazy).

The utterance on the data (4) is an expressive lingual marker criticizing that is marked with the sentence "A girl on holidays helps mamma tidy up the house, instead of being lazy". It implies that Pn intends to criticize women who are just lazy at home during holidays. The expressive pragmatic function of this criticism is referred by the utterance of speech to express an assessment of women's attitudes at home.

The interpretation: The speech is told by Pn to Pt is not merely a criticism, but gives effect to Pt to do something. The effect that Pn delivered through her speech was the women not being lazy and diligent to help parents at home.

The Utterance Context: This utterance uses a social context describing a girl who is helping with housework and a woman lazing in bed. Speech criticizing is aimed at lazy women.

Analysis of Blaming Utterance

The expressive speech act with a sub-function of blaming is marked by an utterance from Pn to Pt which intends to blame the acts committed by Pt or the parties concerned with Pn (Chamalah and Turahmat, 2016: 35).

Data (5) "*Kita menyalahkan kenapa jalan macet, tanpa menyadari kita sendiri yang buat macet*" (We blame why the streets are jammed, unaware that we ourselves have made them jammed)

The utterance on the data (5) is an expressive lingual expression of blaming that is marked by a phrase of “We blame why the streets are jammed”. The utterance implies that Pn intends to blame himself and others for causing the streets jammed. This expressive pragmatic function of blaming is referred by the intent of speech to express an assessment of every person including Pn who always complains when the streets are being stuck.

The interpretation: the utterance aims to give effect to Pt to do something. The effect that Pn conveys through the speech is that Pt does not have to always complain, but must also engage himself in order to avoid the things that can lead to the path of becoming jammed. **The Utterance Context:** This utterance uses a social context that describes traffic jam. The image on the discourse is a description of the disability based on existing social phenomena. The utterance of blaming is addressed to "us" as the cause of traffic congestion.

Data (6) “*Orang tua lu banting tulang buat sekolahin lu dan di sekolah lu malah kayak gini?*”(Your parents work hard to make you for school and are you like this in school?)

The utterance on data (6) is an expressive lingual expression of blaming that is marked with sentences of “Your parents work hard to make you for school and are you like this in school?” The utterance implies that Pn intends to blame the students who played truant from school while their parents worked hard to send their children to school. This expressive pragmatic function of blaming is referred by the intent of utterance to express an assessment of the attitudes of the absent students in school.

The interpretation: the utterance aims to give effect to Pt to do something. The effect that Pn delivered through the speech is to remind the students that parents work hard to pay for their children's school so that the children also have to be diligent and diligent study at school so as not to make parents disappointed.

The Utterance Context: This utterance uses a social context describing a middle-aged man carrying merchandise and some students climbing over a fence to escape. Through the picture, Pn gives an illustration of how hardworking parents and trained children during school hours. Spoken blame addressed to Pt who often skip school.

Analysis of Complaining Utterance

The expressive speech acts with complaining subfunctions are marked by utterances containing the speakers' complaints to listeners or the targeted parties (Chamalah and Turahmat, 2016: 35).

Data (7) “*Kadang lebih baik diam daripada menceritakan masalahmu, karena kamu tahu sebagian orang hanya penasaran, bukan karena peduli*”(Sometimes it's better to be quiet than to tell your problem, because you know some people are just curious, not because they care)

The utterance on the data (7) is an expressive lingual marker of complaining that is marked with sentences “... some people are just curious, not because they care”. The Pn's intention is better not to tell the problem to others because not everyone who understands the problem will care. This expressive pragmatic function of complaining is referred by the intent of utterance to express an assessment of the attitudes of people who are just curious about the problems of others and not because they care.

The interpretation: It contains the advice that it is better we do not tell the problem to others. That advice is marked with a “better” word. The effect that may be caused through Pn's speech is Pt becomes not too open (extroverted) to others.

The Utterance Context: This utterance uses a social context describing a Spongebob cartoon with a sad facial expression. The image on the discourse aims to describe Pn's disappointed feelings toward people who do not care about him. The speech is delivered by Pn to Pt (each person/reader).

Data (8) “*Ketika janji ngumpul jam 5, temen loe datang jam 7*” (When the appointment to gather is at 5, your friend comes at 7)

The utterance on data (8) is an expressive lingual marker of complaining which is marked by sentence “When the appointment to gather is at 5, your friend comes at 7”. The intent of Pn is Pn expresses his complaint because a friend who does not keep his promise to meet exactly at 5 o'clock. Pragmatic expressive function complains this Referenced by the utterance of the utterance in its use to express judgment on the attitudes of people who do not keep promises.

The interpretation: The utterance is told by Pn to Pt (pembaca) is actually not merely a complaint, but also contains satire to people who often do not keep his promise. The innuendo is also seen from the image of the discourse in the form of a skull image with a sitting position as if it were waiting. The discourse describes a person who waited for his friend for a very long time (not on time) to become a skull.

The Utterance Context: This utterance uses a social context that describes a person who awaits the arrival of his friend for a very long time until he becomes a skull. The image on the discourse aims to describe the condition of the waiting person as a form of satire.

Analysis of Thanking Utterance

The expressive speech acts with a sub-function of thanking are marked by the speaker's utterance to the listeners containing a thanking for what the speaker or the intended party has done (Chamalah and Turahmat, 2016: 36).

Data (9) “*Terima kasih ibu selalu bilang suaraku bagus, padahal aslinya nggak bagus-bagus amat*” (Thank you you always say my voice is good, but in fact it is not very good).

The utterance on the data (9) is an expressive lingual marker of complaining which is marked by a phrase “Thank you”. The utterance implies that Pn intends to thank his mother (Pt) who always says that Pn's voice is good. The expressive pragmatic function of insinuation is referred by the intent of utterance to express an assessment of the attitude of a mother (Pt) to her child (Pn).

The interpretation: The utterance of thanking is told by Pn to Pt who always praises Pn by mentioning that Pn's voice is good. The Pt's utterance aims to give pleasure to Pn. The effect of pleasure is that Pn will be confident with a Pn voice that does not actually match the Pt statement.

The Utterance Context: This utterance uses a social context describing a man who is singing. The image on the discourse is a depiction of Pn singing in a bad voice. Thank you thanks to Pt who said that Pn's voice is good even though the reality is not like that.

Data (10) “*Terima kasih, jasa-jasamu akan selalu kami kenang*” (Thank you, we will always remember your service). The utterance on the data (10) is an expressive linguistic marker of thanking which is marked with the phrase of “Thank you”. The purpose of Pn's utterance is to thank the former President Obama (Pt) for his services during the lead. The expressive pragmatic function of this thanks is referred to by the utterance of the utterance in to express the judgment on the performance of Former President Obama during his term as a President.

The interpretation: the utterance told by Pn to Pt who has not served as a President of the United States anymore. Pn uses the pronoun of ‘we’ which means that Pn is the whole society whose speech is represented in the *memes* discourse above. In his utterance, Pn states that Pt's services will always be remembered. This means Pt is considered a very good person by Pn.

The Utterance Context: This utterance uses a social context that describes Mr. Obama (former President of the United States) who is giving a salutation. The utterance expresses thanking to Obama for the services he has done.

The Use of Utterance Strategy in MCI Discourse

The Utterance Strategy of Speaking Truth with Bald on Record (TBb)

Data (3) “*Orang tua kerja keras, sementara di otak anak tinggal minat BB, Tab, dan Behel*” (Parents work hard, while in the child's brain there are just BB, Tab, and Behel)

This expressive speech act of criticizing uses a straightforward and bald on record strategy. The sensitive topic of the conversation (TBb, + Ssn) is seen in Pn's utterance that Pn criticized Pt with utterance bald on record by telling the sentence “in the child's brain there are just BB, Tab, and Behel.” Based on the theory of utterance strategy proposed Brown and Levinson (1987: 94), with this strategy the speakers do not make any effort to minimize the threats to the opponent's speaking or to reduce the effects of actions that threatens. This strategy will cause the opponent's utterance to be shocked, embarrassed, and uncomfortable. In data (12a), Pn directly utters a statement that makes Pt feels embarrassed. Therefore, the sensitive topic for Pt is included in the utterance.

Data (4) “*Cewek itu kalo hari libur bantuin mama beres-beres rumah, bukannya malah males-malesan*” (A girl on holidays helps mamma tidy up the house, instead of being lazy)

This expressive speech act of criticizing uses a straightforward and bald on record strategy and sensitive topic of conversation (TBb, + Ssn). It is seen in Pn's utterance without saying that girl when holidays to help the parents, not just lazy. In data (22a), Pn directly utters a statement that Pt feels embarrassed. The Pn statement can offend Pt so the topic of the subject is sensitive.

The Utterance Strategy of Speaking Truth with Positive politeness (+K)

Data (5) “*Kita menyalahkan kenapa jalan macet, tanpa menyadari kita sendiri yang buat macet*” (We blame why the streets are jammed, unaware that we ourselves have made them jammed).

This expressive speech act of blaming uses a strategy of speaking with positive politeness (BBKP). Pn realizes the strategy of positive politeness by using a marker of group familiarity. Pn uses the identity markers as members of the same group that is with pronoun of ‘we’. Based on the theory of utterance strategy with the positive politeness utterance proposed by Brown and Levinson (1987: 94), this strategy is directed to the positive face of the opponent so that

the speaker's desires are considered as shared desire between the speaker and the opponent. In the data (25a), Pn uses the pronoun of 'we' which means that Pn has the same assumption as Pt has. In the data (25a), a positive advance threat is performed by Pn disguising Pt due to the use of the pronoun 'we' which means Pn is also included. The topic of conversation does not have the potential to offend Pt because in the utterance Pn also blames himself as a street user so that the topic of discussion is categorized as insensitive (+ K-Ssn).

Data (6) "*Orang tua lu banting tulang buat sekolahin lu dan di sekolah lu malah kayak gini?*" (Your parents work hard to make you for school and are you like this in school?)

This expressive speech act of blaming uses a strategy of utterance with positive politeness (BBKP). It is seen in the Pn's utterance that applies closeness and solidarity (between Pn and Pt as if it has a close social distance) by using greeting 'lu' (you). The utterance presented by Pn is a form of threat to Pt's positive image. The positive image refers to Pt's desire to be rewarded for what he owns and does. Pn delivers his blame utterance by showing a disagreement with what Pt did (Pt behavior). However, Pn does not mention directly the Pt's negative behavior. Pn delivers it through a picture. This is committed in order to minimize the Pt's positive image threat. The sensitive topic of the conversation (+ K + Ssn) is for potentially offensive Pt.

The Utterance Strategy of Speaking Truth with Negative Politeness (-K)

Data (9) "*Terima kasih ibu selalu bilang suaraku bagus, padahal aslinya nggak bagus-bagus amat*" (Thank you you always say my voice is good, but in fact it is not very good)

This expressive speech act of thanking uses a strategy of utterance with negative politeness (BBKN). It is seen from the utterance that does not give any burden either to Pn or Pt. Pn realizes the strategy of negative politeness by expressing gratitude. Pn uses a greeting of 'ibu' (you) which implies a social distance between Pn and Pt as well as a marker of respect. The topic of the conversation is insensitiveness (-K-Ssn) for not offending Pt.

Data (10) "*Terima kasih, jasa-jasamu akan selalu kami kenang*" (Thank you, we will always remember your service).

This expressive speech act of thanking uses a strategy of utterance with negative politeness (BBKN). It is seen from the utterance that does not give any burden either to Pn or Pt. Pn realizes the strategy of negative politeness by expressing respect. The utterance of "jasa-jasamu" (your service) accompanied by a picture of former president of America signifies there is a different power between Pn and Pt so that it is reflected to the social distance between the two. The topic of the conversation is insensitiveness (-K-Ssn) for not offending Pt.

The Utterance Strategy of Speaking Vaguely (BSs)

Data (1) "*Wanita sholeha itu tau bagaimana menjalankan hobinya tanpa harus membuka aurat*" (The sholeha woman knows how to run her hobby without having to open the aurat)

The expressive speech act of flattering uses a strategy of indirectly vaguely utterance (Bss, -Snn). This is seen in Pn's utterance which indirectly aims to give advice to other speakers to cover the aurat. Based on the theory of vague utterance proposed by Brown and Levinson (1987: 95), with this strategy the speaker brings himself out of action by allowing the opponent to interpret himself or an act of utterance. The utterance on the data (1a) contains a strong cue

or has a strong illocution as the intent in the utterance is easily understood. The topic of conversation is an insensitive topic because it does not offend Pt.

Data (2) *“Perempuan yang hebat itu adalah perempuan yang mau diajak hidup susah, tetapi lelaki yang hebat itu tidak akan mau mengajak perempuan buat hidup susah”* (A great woman is a woman who wants to live in a hard life, but the great man will not want to take the woman into a hard life).

This expressive speech act of flattering uses a strategy of indirectly or vaguely utterance (BSs, -Snn). It is seen in Pn's utterance that indirectly intends to give effect to Pt₁ (woman) so that the woman can accept whatever her partner circumstances. In addition, Pn also intends to give effect to Pt₂ (man) so that the man tries as hard as possible that his partner does not live in distress. The utterance on the data (6a) contains a strong cue or has a strong illocution. The topic of conversation is insensitive because it does not offend Pt.

The Utterance Strategy of Speaking in the Heart or Silence

Data (11) *“Lagi ujian Matematika, aduh susah amat sih ni soal!”* (Having a math exam, it's Gee the questions are really hard!).

This expressive speech acts of complaining uses the utterance strategy of speaking in the heart or silence because in the speech, Pn only complains to himself that illustrated from the speech *aduh susah amat sih ni soal*. The purpose of the speech is Pn thinks he does not have the ability to solve math problems perfectly at the exam because the matter is considered difficult by him. The complaint can be uttered in the heart. Based on the theory by Brown and Levinson (1987), the utterance strategy of speaking in the heart (silent) or not doing speech act is the act of refraining from saying verbally to the opponent. The topic of discourse is insensitive (BdH, -Snn).

The Advantages of Meme Comic Indonesia Discourse as the Reading Materials for SMA Students

Based on the results of interviews conducted by the writer with the three teachers of Bahasa Indonesia subject, obtained the conclusion that not all MCI discourse can be used as the students' reading materials. In general, MCI discourse contains a lot of negative things in terms of language use, in the sense that only a few types of MCI discourse that use polite language. However, some MCI discourses that contain positive meanings and good language use can be used as the students' reading material, for example MCI discourse that has an expressive function of flattering and expressing gratitude. Meanwhile, MCI discourse containing criticism or satire accompanied by jokes or humor can be used as the learning for anecdotal material.

The description of utterance in MCI discourse has been selected in accordance with the indicators of the students' reading material because it is intended for the benefit of the students. The results of this study can be used as a reading material for SMA students because besides there are description of utterance functions, there are also descriptions of the utterance strategies that are categorized as sensitive (offensive) and insensitive (not offensive). Nevertheless, the guidance and the direction of the teachers are still necessary if the results of this study are used as a reading material of SMA students.

Here are some things that can be concluded about the advantages of MCI discourse as a reading material of SMA students:

- 1) The results of this study can be used as a reading material, but the teachers must guide and direct the students because there are positive and negative values in the MCI discourse.
- 2) The results of this study can be used as a reading material of SMA students, but they must be adapted to the learning materials and the indicators of competency.
- 3) The results of this study can be used as a reading material for creative writing materials, such as poster materials, slogans, and anecdotal texts.
- 4) The positive values contained in the study results are they can increase the students' interests in reading and improve the students to think critically.
- 5) The students can generate their inspirations and enhance their writing creativity.
- 6) Through the results of this study, the students can understand how to convey the idea politely and not offend other people.
- 7) Through the results of this study, the students are expected to be more motivated to write.

CONCLUSION

Based on the research results and discussion, it can be concluded as in the following points.

- 1) The function of expressive illocutionary acts contained in the Meme Comic Indonesia discourse, namely the utterances of flattering, criticizing, blaming, complaining, teasing, the utterances of expressing disappointment, thanksgiving, and expressing annoyance.
- 2) The MCI discourse uses five strategies: (1) speaking truth with bald on record, (2) speaking truth with positive politeness, (3) Strategy of speaking Truth with negative politeness, (4) speaking vaguely, and (5) speaking in the heart or silence.
- 3) The Advantages of the Meme Comic Indonesia discourse as a reading material of SMA students are as follows.
 - (a) The positive values of MCI discourse can be used as the students' reading material while learning, but they must be adapted to the learning materials and competency indicators.
 - (b) The MCI discourse can be used as a reading material for the materials of writing creativity, such as poster materials, slogans, and anecdotal texts.
 - (c) The positive values contained in the MCI discourse can increase the students' reading interest and encourage the students to think critically.
 - (d) The students can generate their inspirations and improve their writing creativity.
 - (e) The students can understand how to convey their ideas politely and not offend other people.
 - (f) The MCI discourse can be used as the students' reading materials, but the teachers should guide and direct the students because of the positive and negative values in the MCI discourse.

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