

# Speech Actions between Visitors at the Brawijaya Museum, Malang

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**Abstract:** *This research examines speech acts among visitors to the Brawijaya Museum in Malang, East Java. The main aim of this research is to identify and analyze the types and styles of speech acts used by visitors. This study focuses on understanding various illocutionary acts, such as directives and assertives, that are frequently observed during interactions between visitors. Data collection was carried out by observing and recording conversations to analyze pragmatic elements and contextually specific language use. The findings reveal diversity in speech acts, which is influenced by the unique environment of the museum and the diverse backgrounds of the visitors. This research contributes to the field of pragmatics by highlighting how certain settings can shape communicative behavior and language use.*

**Keywords:** Speech acts, pragmatics, illocutionary acts, directives, assertiveness, visitor interactions

## 1. Introduction

Human life cannot be separated from communication which is generally carried out in the form of speech. Every utterance has a purpose, including providing information, requesting, prohibiting, ordering, and suggesting. Speech is a form of discourse that is widespread and can be found everywhere, especially in public spaces. One of them is at the Brawijaya Museum Malang, East Java.

The Brawijaya Museum is located on Jl. Ijen No.25 A, Gading Kasri, Klojen, Malang City, East Java. The location is quite close to Malang station and Jodipan Colorful Village. Inside there are various historical relics from the period of defending the independence of the Republic of Indonesia, such as traditional to modern weapons, fighting clothes, G30S/PKI documentation, paintings, as well as various flags and symbols of army units. Every day, this museum is busy with visitors from various groups, from children to adults.

The large number of visitors creates a lot of discourse in the form of speech acts that can be found at the Brawijaya Museum. The term "discourse" comes from Sanskrit \*wac/wak/vak\* which means "to say" or "to speak" (Douglas in Mulyana, 2005: 3). According to Anton M. Moeliono (in Mulyana, 2009: 5), discourse is a series of related sentences that connect one proposition to another in a unified meaning. Kridalaksana also revealed that discourse is the most complete language unit which in the linguistic hierarchy is the highest and largest grammatical unit. Discourse can be realized in the form of words, sentences, paragraphs, or complete essays (books) that carry a complete message (in Mulyana, 2009: 5). From these opinions it can be concluded that discourse is a high and complete linguistic unity.

Discourse analysis of speech acts cannot be separated from the concept of pragmatics. Pragmatics is the study of the relationship between linguistic forms and the users of those forms. The benefit of learning language through pragmatics is that someone can understand the intended meaning, assumptions, aims or objectives, and the types of actions (such as requests) shown when speaking (Yule, 1996: 5). Pragmatics includes the study of deixis, implicature, presupposition, speech acts, and aspects of discourse structure (Stalnaker in Nadar, 2009: 5). Searle in his book \*Speech Acts: An Essay in the Philosophy of Language\* (in Wijana, 2009: 21) suggests that pragmatically there are three types of actions that can be realized by a speaker, namely locutionary acts, illocutionary acts, and perlocutionary act.

Speech acts between visitors at the Brawijaya Museum are interesting to study because the context of the atmosphere and objects in the Brawijaya Museum is different from other places. Plus, the Brawijaya Museum is one of the tourist attractions, so many people from outside Malang can easily be found there. This makes speech acts in this museum more diverse.

## 2. Method

This research uses a qualitative approach with descriptive methods to analyze speech acts at the Brawijaya Museum, Malang. A qualitative approach was chosen because this research focuses on observing, collecting and analyzing data in the form of utterances or utterances that occur among museum visitors. Data was collected through participant observation techniques and in - depth interviews. Participatory observation is carried out by researchers being directly involved in interactions in the museum, observing and recording various speech acts that occur. In - depth interviews were conducted to obtain additional information

from visitors regarding the context and meaning of the speech they conveyed. The collected data was then analyzed using discourse analysis techniques with a focus on three types of speech acts according to Austin and Searle's theory: locutionary acts, illocutionary acts, and perlocutionary acts. Analysis was carried out in depth to understand how these utterances function and influence the communication context at the Brawijaya Museum.

This research also considers the situational and cultural context behind the speech act. Data validity is maintained through data triangulation, where the results of observations and interviews are compared and confirmed to ensure the consistency and accuracy of the findings. It is hoped that the results of the analysis will provide a deeper understanding of the dynamics of communication and social interaction in the museum environment, especially at the Brawijaya Museum, Malang.

### 3. Results and Discussion

#### 3.1 Results

General description of the Brawijaya Museum

The Brawijaya Museum is on Jl. Ijen No.25 A, Gading Kasri, Klojen, Malang City, East Java 65115. The location is quite close to Malang station and the colorful village of Jodipan. Access to get there is very easy. From the station you can reach it using bemos and motorbike taxis. Moreover, in Malang there is transportation that can be ordered online. The entrance fee to the Brawijaya Museum is three thousand rupiah and visitors are required to fill out a guest book. The Brawijaya Museum is divided into two rooms. The room on the left is used to store war era communication equipment, such as radios.

Apart from that, there are many championship trophies such as football, photo documentation of the Madiun Fair. The room on the left is used to store weapons such as cannons, pistols, rifles complete with military clothing and supplies. There are paintings that tell history such as the tearing of the red, white and blue flag, Japanese currency, cars, government tables and chairs.

Museum Visitors

The visitors we met while conducting research were 3rd grade students at SD Muhammadiyah 5 Malang and their teachers.

Elementary school students

Age: 9 Years

Islam

Gender: Male and female

Education: Elementary school

Teacher

Age: 34 Years

Islam

Male gender

Education: S1 PGSD

Speech and Context

**Speech 1:** "Please pay attention to me!"

**Context 1:**

- The teacher is explaining the history of museums.
- Several other students were busy talking to themselves.

**Speech 2:** "Hee. . . , don't come in!"

**Context 2:**

- A student is about to enter the governor's chair.
- The teacher saw it.
- There is a red rope without entry.

**Speech 3:** "I really want to beat Commander Sudirman"

**Context 3:**

- A student looks at a painting of Panglima Sudirman.
- Several of his friends came to see Panglima Sudirman's painting.

**Speech 4:** "Heee. . . . deloken ta, medeni fotone"

**Context 4:**

- A student is looking at photos of G30/SPKI war victims
- His friends were looking at another collection of antiques.

**Speech 5:** "Heee. . . the ojok was demolished!"

**Context 5:**

- Student B wants to hold a collection of antiques.
- Student A pays attention to student B
- Student A approaches student B
- Utterance 6: "Iki onok bom e"

Context 6:

- A student is looking at a collection of weapons in a cupboard.
- Some of his friends were looking at paintings.
- One of his friends then saw a collection of weapons in the cupboard.

This research identifies various speech acts that occur at the Brawijaya Museum, Malang, East Java. The data collected includes various interactions between museum visitors, especially between teachers and students. Here are some of the key findings from this research:

#### 1) Illocutive and Perlocutive Speech Acts

One example of illocutive and perlocutive speech acts found is when a teacher says, "Pay attention to me!" to his students. This utterance contains the action of asking or commanding which is expected to influence students to pay more attention to the teacher's explanation.

#### 2) Directive Speech Acts

The words "Hee. . . don't come in!" What the teacher says to forbid students from entering certain areas in the museum is an example of a directive speech act. This shows that there are prohibitions that the student is expected to obey.

#### 3) Use of Standard Indonesian

Most of the speech analyzed uses standard Indonesian, which shows formality in communication in educational environments such as museums.

#### 4) Situation and Object Context

Some utterances reflect the context of the situation in which communication occurs. For example, a student who says, "I really want to beat Panglima Sudirman" when looking at a painting of Panglima Sudirman shows

an aspiration or desire that arises due to the influence of objects in the museum.

#### 5) Various Language Styles

The language style used by museum visitors varies from formal to informal, depending on the context and the relationship between the speaker and the interlocutor. For example, an utterance such as "Heee. . . deloken ta medeni fotone" uttered by a student to his friend reflects the use of more relaxed and informal language.

### 4. Discussion

Data 1: "Please pay attention to me!"

Speaker: Teacher

Speech: Look at me!

Context:

- 1) The teacher will explain something to his students.
- 2) Some students are busy talking to themselves.

Analysis:

- Characteristics: Illocutive and perlocutive speech. It is called illocutive because in the utterance there is an action, namely the act of asking/commanding (shown by the utterance "Please pay attention to me!"). Apart from that, it is called perlocutive because in this speech it is able to influence other people to carry out actions requested/ordered by the speaker.
- Includes types of speech acts: Directive (requesting/ordering).
- Language used: Standard Indonesian.
- Sentence type: Command sentence.
- Speech motivation: A teacher calls attention to his students.

Data 2: "Hee. . ., don't come in!"

Speaker: Teacher

Speech: Hee. . ., don't come in!

Context:

- 1) A student is about to enter the governor's chair.
- 2) The teacher saw it.
- 3) There is a red rope indicating no entry.

Analysis:

- Characteristics: Illocutive and perlocutive speech. It is called illocutive because in the utterance there is an action, namely the act of prohibiting (shown by the utterance "don't come in!"). Apart from that, it is called perlocutive because in this speech it is able to influence other people not to take actions that are prohibited by the speaker.
- Includes types of speech acts: Directive (prohibiting).
- Language used: Standard Indonesian.
- Type of sentence: Prohibition sentence.
- Speech motivation: A teacher warns one of his students not to enter a prohibited area.

Data 3: "I, you know, want to beat Commander Sudirman"

Speaker: A student A to a student B.

Speech: I know, I want to beat Commander Sudirman.

Context:

- 1) A student looks at a painting of Panglima Sudirman.

- 2) Several other students are looking at other objects in the museum.

Analysis:

- Characteristics: Locutive speech. It is called locutive because in the utterance there is a certain statement from the speaker (student A) to the speaker (student B). This is demonstrated by the statement "I, you know, want to koyok Panglima Sudirman" (I want to be like Panglima Sudirman).
- Includes types of speech acts: Assertive (declaring).
- Language used: Ngoko Javanese.
- Sentence type: News sentence (statement).
- Speech motivation: A student expressed his dream to his friends that he wanted to be like Panglima Sudirman.

Data 4: "Heee. . ., deloken ta, medeni fotone"

Speaker: A student A to a student B.

Speech: Heee. . ., deloken ta, medeni fotone.

Context:

- 1) A student looks at photos of G30S/PKI victims.
- 2) The other students look at the radio.

Analysis:

- Characteristics: Illocutive and locutive speech. It is called illocutive speech because in the speech there is an action, namely the act of ordering the speaker to the speaker. This is shown by saying "Heee. . ., deloken ta" (Hey, look). Meanwhile, it is called locutive because in the utterance there is a statement which is indicated by the utterance ". . . medeni fotone" (the photo is scary).
- Includes types of speech acts: Directive (ordering) and assertive (declaring).
- Language used: Ngoko Javanese.
- Sentence types: Order sentences and news sentences (statements).
- Speech motivation: A student told his friends that he saw photos of G30S/PKI war victims who died tragically.

Data 5: "Heee. . . motorcycle taxis are being demoted!"

Speaker: Student A to Student B

Speech: Heee. . . ojek was demolished.

Context:

- 1) Student B wants to hold a collection of antiques.
- 2) Student A pays attention to student B.
- 3) Student A approaches student B.

Analysis:

- Characteristics: Illocutive and perlocutive speech. It is called illocutive because in the utterance there is an action, namely a prohibited action carried out by the speaker towards the speaker. Apart from that, it is called perlocutive because in this speech it is able to influence other people not to take actions that are prohibited by the speaker.
- Includes types of speech acts: Directive (prohibition).
- Language used: Ngoko Javanese.
- Type of sentence: Prohibition sentence.
- Speech motivation: Student A warns student B not to handle a collection of antiques.

**Data 6:** "This is the bomb e"

Speaker: Student A

Speech: Iki onok bom e.

Context:

- 1) A student is looking at a collection of weapons in a cupboard.
- 2) Some of his friends are looking at paintings.
- 3) One of his friends then saw a collection of weapons in the cupboard.

Analysis:

- Characteristics: Locutive speech. This is because in the utterance there is a statement given by the speaker which is indicated by the utterance "Iki onok bom e" (Here is a bomb).
- Includes types of speech acts: Assertive (statement).
- Language used: Ngoko Javanese.
- Sentence type: News sentence (statement).
- Speech motivation: One of the students told his friends who were looking at another collection of antiques, that he saw that there was a bomb in the weapons collection cupboard.

The research results show that speech acts at the Brawijaya Museum reflect the diversity of social interactions and different communicative goals. Some important points in the discussion are as follows:

- 1) Illocutive and Perlocutive Acts in an Educational Context  
Sayings like "Please pay attention to me!" illustrates the important role of the teacher in directing student attention. This speech act is not just a command, but also functions to maintain discipline and focus in learning situations.
- 2) Effectiveness of Directive Speech Acts  
The words "Hee. . . don't come in!" shows the effectiveness of directive speech acts in controlling student behavior. This prohibition can be well received by students because it is conveyed by a respected authority, namely the teacher.
- 3) Language Formality in the Museum Environment  
The use of standard Indonesian indicates that situations in museums are often treated with a certain formality. This may be due to the educational environment and the need to maintain politeness and ethics in communication.
- 4) The Influence of Objects in the Museum on Speech Acts  
Objects in museums, such as paintings and artifacts, influence the types of speech that emerge. The students' desire to "be like Panglima Sudirman" shows how exhibitions can spark aspirations and inspiration in visitors.
- 5) Variations in Language Style Based on Social Relations  
The informal language style used by students when interacting with peers shows that social relationships influence the way they speak. This also shows flexibility in language use depending on the closeness of the relationship between the speaker and the interlocutor.

Based on this discussion, it can be concluded that speech acts at the Brawijaya Museum are greatly influenced by the context of the situation, social relationships and objects around them. This shows the complexity and dynamics of communication between visitors in the museum environment.

## 5. Conclusions and Suggestions

This research reveals that the speech acts that occur at the Brawijaya Museum, Malang, East Java, are greatly influenced by the context of the situation, social relationships, and objects around them. Illocutive and perlocutive speech acts used by teachers to direct attention and regulate student behavior show the important role of communication in the educational environment. The use of standard Indonesian reflects the formality adopted in interactions in the museum, while variations in language style show flexibility influenced by social relationships between visitors. Objects in museums have also been shown to influence visitors' speech, reflecting the aspirations and inspiration triggered by existing exhibitions.

Based on these findings, it is recommended that museums pay attention to communication aspects in designing educational experiences for visitors. Museums can provide guidance for teachers in using exhibitions as effective learning aids. Additionally, training for museum guides on appropriate and effective use of language can improve visitor interactions and experiences. Further research can also be conducted to explore the influence of visitors' cultural and linguistic backgrounds on speech acts in museums, in order to enrich understanding of communication dynamics in educational contexts in historical places.

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