

The Form and Function of The Context in The Conversations Language and Literature Education Study Program Students Using Pragmatic Studies

Efline Nustelu¹, Carolina Sasabone^{2*}

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

²Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

*carolinasasabone@gmail.com

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Abstract

The purpose of this research is to find out the context form and function of context in the conversations of Indonesian language and literature education study program students using pragmatic studies. This research is a type of qualitative research in which this research uses more word to describe the form context and function of the context in the conversations of Indonesian language and literature education study program students. The data collection techniques used in this study were observation techniques, field note techniques. The results of this study indicate that the form context and function of the context in the conversations of Indonesian language and literature education study has 4 context functions, namely the function of providing information.

Keywords: *Context Form; Function Context; Pragmatic*



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INTRODUCTION

Language for the purpose of correspondence is very important in human existence. Language is discretionary or self-assertive, implies that language is used as a tool for communicating, collaborating, and recognizing oneself (Chaer 2006). In communicating or collaborating, it is important to have a distinct understanding of what is being conveyed so that there is no misunderstanding between discourse members, especially the speaker and the discourse partner. This is important so that in conveying more agreement in understanding the importance of being forwarded. For example, correspondence that occurs between students, in this situation Indonesian language students. Language is subjective, so that language is framed and adapted to the setting of the speaker and the discourse partner depending on the shared arrangement. The use of language cannot be separated from the use of standards and culture (Kridalaksana in Chaer, 2009).

Language that focuses on the relationship between language and its unique situations. Thus, pragmatics is the study of language that examines the use of language in relation to settings within discourse networks. The correspondence or collaboration that occurs or is completed depends on the setting, specifically the setting of the speaker and the discourse participants, the general setting in which the correspondence or collaboration occurs.

Setting plays a crucial role in the interaction between people. Setting is the innermost element of communication, encompassing everything remotely related to expression. Based on this structure, the overall setting in a discussion or conversation can be divided into two parts: the linguistic setting and the non-linguistic setting. The linguistic setting is called the context, while the non-linguistic setting is called the context and the social setting. A complete linguistic unit, in which a complete idea, thought, or thought can be perceived by the audience, creates a suitable setting for its delivery. This is because, within syntactic units, general pragmatics are remembered for all linguistic units.

When speaking, students can use direct or indirect discourse. The goal is to maintain good relationships between students. Specifically, students in the Indonesian Language and Literature Education Study Program, speaking with students in different study programs, must speak contextually.

The physical environment or context may be more easily recognized as having a strong influence on the utterances of Indonesian Language and Literature Education Students. Context is a language phenomenon, especially speech in pragmatic studies that has not been widely studied. According to Leech (1993), pragmatics is a branch of linguistics that is increasingly recognized today, although approximately two decades ago, this science was rarely or almost never mentioned by linguists. This is based on the increasing awareness of linguists, that efforts to uncover the nature of language will not bring the expected results without an understanding of pragmatics, namely how language is used in communication.

According to Tarigan (2009), pragmatics clarifies expressions in certain situations and highlights the diversity that constitutes the social setting in which communication takes place. Correspondence does not always go as expected, this is due to the contrast in economic well-being in the eyes of society, which fails to truly see how to convey it appropriately, so that differences often arise in the eyes of society.

Everything starts from the setting to influence the speaker, therefore "setting" is a fundamental assessment instrument of someone in conveying whether it is intentional or unintentional depending on how we understand the expectations conveyed by others (the accomplices being talked about) to us (the questioner) to have the choice to understand and react well.

Pragmatics requires translating what individuals mean in a given setting and what that setting means for what is said. Therefore, it requires thinking about how speakers select what they want to convey, tailoring it to the individual being addressed, where, when, and under the appropriate conditions. Given certain circumstances, we can understand everything that is said or conveyed between the discourse partner and the questioner. Pragmatics focuses on how audience members or discourse supporters can approach an expression and can be recognized in the intended understanding of the speaker or speakers. This perspective raises the issue of the decision between what is said and what is not said. The essential response is attached to the possibility that proximity implies that proximity between individuals and others also influences language discourse, regardless of whether physical, social, or applied proximity, indicating a similar encounter. Setting as a language learning tool is to help us understand a word used, its relationship to pragmatics is to help students better understand what is said or conveyed.

Pragmatics considers the circumstances referred to as extralingual components that determine the

discourse plan. These extralingual components are then referred to as settings (Pranowo, 2015). Pragmatics is a piece of semantics that studies what is implied by language for the purpose of correspondence between speakers and audience members, and as a kind of perspective of linguistic signs on the "extralingual" things being discussed.

The reason the researcher chose to conduct this research in the Indonesian Language and Literature Education Study Program is because students tend to use everyday speech appropriately, sometimes inappropriately, to the context. This tendency for local students to use inappropriate speech will greatly facilitate the researcher in identifying phenomena of form and function within the context of Indonesian Language and Literature Education Study Program students.

In this study, the researcher focused solely on the contextual phenomena found in the utterances of Indonesian Language and Literature Education students. Thus, in this study, the researcher used pragmatics to examine the relationship between language and its context. The issue of context was deemed particularly important and interesting to research, with the title "Forms and functions of context in conversations between students of the Indonesian language and literature education study program".

In relation to the review above, pragmatics cannot be separated from language, whether in discourse, speech or words. Here are some examples of speech in a conversation related to the context when a group of students were setting, that's when the researcher approached them and secretly recorded what was being discussed between Marta (the speaker) and Ema (the conversation partner). At that time, Marta asked about Ema but Ema was busy on the phone with someone else.

Example:

Marta: Ema su got autograph?. (Ema has already got the signature)

Mother: I'm waiting for you sir (there is this sir waiting)

Marta: I'm going home after this (then after this I want to go home)

Mother : Already (Already)

The speech spoken by Marta "I'm waiting for you sir" and Ema responds to Marta "Already" in Ema's speech is not in accordance with the context. Because Ema was busy talking to someone else on the phone, Ema finally answered Marta not in accordance with what Marta asked Ema. The context aspect can be explained that context is an important role that can explain everything related to the unintentional or deliberate way used in language (speaking). The conversation took place during the day when the students were sitting in groups, and the atmosphere at that time was very noisy. The recording was done secretly.

Example:

Jeklin :we've already gone (Jeklin: we're leaving now)

Lyn: wait, mom hasn't come yet (wait a minute, mom isn't here yet)

(wait a minute, mom isn't here yet)

In Jeklin's speech "we've already packed our bags" The intention that Jeklin conveyed to Lin was to provide a detailed explanation for leaving, but Lin refused, "Wait, Mother won't come yet." This means that Lin also accidentally rejected the intention that Jeklin conveyed to Lin because what Lin meant was to wait until Lin had finished meeting with Mother, then Lin and Jeklin could leave. A conceptual review of context in conversation, which is then analyzed from a pragmatic perspective. Context is substantively an interesting pragmatic study to research as a linguistic phenomenon in society, especially for students of the Indonesian Language and Literature Education Study Program.

Based on the background explanation above, the problem in this research can be formulated as follows: "What is the form and function of context in the conversations of students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Pattimura University, Ambon? (Pragmatic Study) Context is inseparable from the study of pragmatics. Pragmatics is the study of language use in relation to the setting in which it is used. Language can be perceived only if the setting is known. Practicality is the principle of language use in terms of form and meaning, as it relates to the speaker's expectations, setting, and circumstances.

Language comprehension refers to the way in which to understand linguistic expressions, information

is also needed beyond the significance of words and their syntactic relationships, particularly their relationship to the setting in which they are used. In addition, according to Verhaar (1996), pragmatics is a branch of linguistics that discusses the structure of language as a communication tool between speakers and listeners, and as a reference to signs on "extralingual" matters that are discussed. Clarification emphasizes the importance of being more specific about the speaker's purpose through the presence of the setting. This implies that pragmatics seeks to describe the expressions conveyed by the speaker or speakers by understanding their meaning.

Based on the above assessment, it can be concluded that pragmatics is the study of language in its use and the meaning conveyed by known sentences by examining relevant sentences present at the time of the discourse. Then, at that time, the city can discover the meaning intended by the speaker by focusing on the background surrounding the discourse event.

As indicated by George (Tarigan, 2009), pragmatics analyzes all human behavior, especially comparable to images and highlights of how people act in general circumstances offering and getting directions. In the book entitled pragmatics, Stephen C Levinson collects various pragmatic obstacles from various sources and experts, in particular: (1) pragmatics is an investigation of the relationship between language and settings that are the reason for notes or reports on language understanding, thus . is about the ability of language clients to connect and match sentences and settings appropriately. According to Levinson (Tarigan 2009), in pragmatics there are angles that become references that are comparable to the state of discourse and are measures.

Discourse acts are important for pragmatics. Discourse acts are sentences that express the speaker's purpose, which are known to the audience. Discourse acts are expressions made as components of social cooperation. According to Leoni (in Sumarsono & Partana, 2010), acts are grammatical form events, while discourse events are grammatical characteristic events. Each discourse opportunity is limited in practice, two parts of practice that are directly regulated by rules or standards for speakers. Along this line, discourse acts are the quality of discourse in correspondence. It is hoped that by understanding discourse or conversation, someone can achieve something, especially the presentation of activities. Discourse as execution in this activity is called performative discourse, namely special discourse that is expected to play an activity.

Discourse acts are crucial for individuals, are mental in nature, and are governed by the speaker's linguistic ability to manage all circumstances. Discourse acts focus on the interests or means of discourse, while discourse events focus more on the reasons for these events. These discourse acts occur in light of the discourse acts carried out by the speaker to the discourse partner in conveying data. Austin (in Subyakto, Utari, & Nababan, 1992) emphasizes discourse acts as far as speaking is concerned. Formal sentences, such as questions, can provide data and capacity as discourse acts carried out by the speaker.

The description above can be concluded that discourse acts are a person's practice involving language for correspondence. Observers and students of the Indonesian Language and Writing Study Program are problem solvers; scientists and students generally influence and support each other in carrying out various activities. Essentially, students of the Indonesian language and writing concentration in the program are key components in problem solving. Austin (1962) divides speech acts into three types of actions, the act of informing or stating something "The act of saying something", which is called *locution*. The act of wanting the interlocutor to do something, "The act of doing something" or *illocutionary act*. The act of influencing the speech partner or requiring a certain reaction or effect or result from the speech partner, "The act of affecting someone" or *perlocutionary act*.

Locution is the act of saying something. A *locutionary act* occurs when someone utters a statement or asks a question. According to Levinson (in Cahyono, 1995), a *locutionary act* is the utterance of words or sentences with a specific meaning and reference. Chaer and Leonie (2010: 53) state that a *locutionary act* is a speech act that states something in the sense of "saying" or an act speak in meaningful and understandable sentences. Searle (in Rahardi, 2005) states that *locutionary acts* are acts of speaking using words, phrases and sentences. From the description above, it can be concluded that *locutionary speech acts* are speech acts that function as a tool to inform something, namely saying something with the meaning of the words and the meaning of the sentence according to the meaning of the words themselves to the speech partner.

Illocutionary act (*illocutionary act*) is the making of statements, offers, promises, etc. in speech and expressed according to power conventional relating to speech or directly to performative expressions

(Levinson in Cahyono, 1995). When a speaker utters an utterance, the speaker is actually also carrying out an action, namely conveying an intention or desire through the utterance. Wijana (1996) states that an illocutionary act is a speech act that contains the intent and function of speech power. This speech act is identified as a speech act that aims to inform something that contains the intent of the speech power. Illocutionary acts are not easily identified discourse acts are a person's practice involving language for correspondence. Observers and students of the Indonesian Language and Writing Study Program are problem solvers; scientists and students generally influence and support each other in carrying out various activities. Essentially, students of the Indonesian language and writing concentration in the program are key components in problem solving.

Austin (1962) divides speech acts into three types of actions, the act of informing or stating something“ The act of saying something”, which is called locution. The act of wanting the interlocutor to do something,“The act of doing something” or illocutionary act. The act of influencing the speech partner or requiring a certain reaction or effect or result from the speech partner,“ The act of affecting someone” or perlocutionary act.

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The last speech act is the perlocutionary speech act. Perlocution is the result or effect that arises from the speech partner after the listener makes a speech. Levinson (in Cahyono, 1995: 224) argues that the perlocutionary act (perlocutionary act) is that influence is related to the situation of utterance. Tarigan (1986) illustrates lists of perlocutionary verbs and expressions that resemble perlocutionary verbs, namely; encouraging the listener (the interlocutor) to believe that, convincing, deceiving, tricking, lying, advising, encouraging, inspiring, influencing, taking to heart, making the listener think about and so on.

Chaer and Leonie (2010) explained that perlocutionary acts are speech acts that are related to the speech of others in relation to the non- linguistic attitudes and behaviors of others. A speech spoken by someone often has the power of influence (perlocutionary force), or the effect on the listener. This effect or influence can be created intentionally or unintentionally by the speaker. Thus, it can be said that a perlocutionary speech act is a speech act that expresses a specific intention that can influence the interlocutor in communication.

METHODS

The type of research used in this study is qualitative descriptive research which aims to describe the Form and Function of Context In Indonesian Language Student Conversation, Pragmatic Study. This qualitative descriptive research prioritizes the depth of understanding of the interaction between concepts that are studied empirically and does not use numbers. Moleong (2004). This research is located at the FKIP

Campus of Pattimura University, Ambon, in the Indonesian Language and Literature Education Study Program. The data in this study are utterances, in the form of words or sentences containing the form and function of context in the conversations of students of the Indonesian Language and Literature Education Study Program. The data source in this study is conversations obtained from the conversations of students of the Indonesian Language and Literature Education Study Program during communication.

Data collection techniques include observation, field notes, recordings, and interviews. The data collection instruments used were observation sheets, recording devices, and field notes. Data analysis techniques included data reduction, data presentation, and conclusions. To ensure data accuracy, researchers will double-check the data, as incorrect data will lead to incorrect conclusions. Likewise, valid and correct data will yield sound conclusions. This research technique is focused on data reduction, data presentation, and conclusions Triangulation.

RESULTS AND DISCUSSION

Contextually, when within a structure, it shows that context plays a crucial role, interconnected with one another. This goal is what makes a discourse whole and complete. To analyze the form and function of context in conversations, students of the Indonesian Language and Literature Education study program will refer to the theoretical domains of person deixis, time deixis, and place deixis. This aims to facilitate the analysis of the form of context and the function of context in each conversation.

- 1) context: the conversation in data 1 was told when Ella was sitting with friends. at that time marko came and approached them then Ella was shocked to see Marko's body and said.

She : your child's stomach is like a pregnant pig

The above statement is an expression that Ella said to her friend Marko, when Marko just arrived and approached Ella and her friends who were sitting, with their weight increasing and their stomachs getting bigger. The relationship between Marko and Ella is that of close friends, not only Ella and Marko but also the friends who sat with Ella were all classmates.

The contextual form 'anak e se poro su kaya babi bunting' refers to someone in another speech describing someone who looks very fat and has just arrived. This explains that saying 'children are like pigs 'bunting' means looking like a pregnant pig, it doesn't mean that Marko is pregnant, it's just that Marko hasn't come to campus for a long time so Ella I was shocked when I saw Marko and Ella say those words. Based on the analysis of the context of the conversation, happened between Ella and Marko where Ella had just seen Marko so the sentence was said directly. In her speech, Ella informs Marko that "The child is like a pregnant pig". So the speech function on data 1 is included in the function of providing information or function information. Furthermore, based on the utterance 'Anak e se poro su kaya babi bunting', it becomes the coordinative source of the utterance 'Se Poro su kaya deng babi bunting', which is interpreted by a person named Marko who has a very fat body and stomach. Thus, the utterance 'Anak se poro su kaya babi bunting e' is related to the utterance 'seporo su kaya babi bunting. Based on this analysis, the context in the conversational expression above is the utterance 'anak e se poro su kaya babi bunting'.

- 2) Context: The conversation between Marta and Ida took place during the day at a place sitting in an umbrella house/gazebo. At that time, Ida was busy reading messages on her cellphone, with restless movements.

Marta : Ida, you just read the text message with the chalk worm

Ida : yes

The contextual form "sama cacing tahu kapur" refers to someone in another sentence describing someone who looks like a worm when they know kapur. This explains that the form "Lia ana Ida" is parallel to the utterance "burung kanal kapur". Based on the coordinative nature of the utterance, the source in the utterance above is Ida. The relationship between Marta and Ida is close friends and in the same class so that the utterance is clear in context. The information function contained in the utterance data 2 "Ida just read the text message with the kapur canal worm" is a function of providing information that the utterance is an expression

uttered by Martha which is caused by Ida who when receiving the message and reading the message feels uneasy, anxious and uncomfortable, in context it may seem related to Ida's answer but pragmatically what is shown through Ida's gesture indicates that Martha's response to her is correct even though she does not directly say so. said it but as a speech partner Ida understood.

- 3) Context: The conversation between Filia and Melon took place during the day. One day in front of the math classroom, a melon passed by, and Filia said the following. Daughter :white man, very handsome

The context of the above utterance is an expression that Filia conveyed to Melon. The context form "Male" "bantang" refers to someone in another speech describing a child who looks white. This explains that based on the parallel nature, the utterance "bastard boy" is parallel to the utterance "gaga paskali" based on the interpreted utterance of gaga paskali which means that the child looks handsome and white.

Thus, the utterance "bantang man" has relationship with the context of the speech handsome Paskali. Based on pragmatics in the discourse of the expression above is the form "Man" basantang'. Basantan is a common word referring to fruit Coconut and coconut milk have a white color like milk so the word This is used to express that the man named Melon is whiter than usual. So the data in utterance 3 is included in function of providing information.

- 4) Context: The conversation between Semi and Nabilla took place in front of the road. the face of the study program. At that time Semi came on a motorbike and parking his motorbike was in front of Nabilla's motorbike.
Nabilla: oh, who parked their motorbike like this
Semi : oh, yes, sorry, I'll move it in a moment

Statement is a direct order to move the motorbike that was blocking the road because it was seriously disrupting her activities when she wanted to get in and out on her motorbike. Therefore, Nabila said, "Hey, who parked a motorbike like this?". The function of providing information is found in speech data 4 "Who is this parking motorcycle model like this" This means remembering that motorbike owners should not park carelessly, which will obstruct other people. As the motorcycle owner and conversation partner who felt the motorcycle belonged to him, Semi understood Nabilla's intentions and responded by agreeing to move his motorcycle. The incident occurred due to the motorcycle being parked carelessly.

- 5) Context: The conversation between Eflin and Meiske took place during the day in front of the class B lecture room.
Eflin: Give me two thousand first
Girl: "Thief"

Based on the contextual form that occurs, Meiske and Eflin have a relationship as siblings, where Eflin often asks Meiske for money, as siblings of course the terms used are often spoken but based on Pragmatic analysis the contextual form "thief" It doesn't mean that Eflin stole, but the word thief means asking for money continuously so that he gets annoyed and doesn't want to give money, and based on the habit of using the word, it can be interpreted that Meiske doesn't have money to give so the word thief means that she keeps asking for money so that she gets annoyed and doesn't want to give money, and based on the habit of using the word, it can be interpreted that Meiske doesn't have money to give so the word thief means that she doesn't have money to give. "thief" appears, but it's not actually an order to steal, it's just an expression uttered when angry or upset. The function of the utterance in data 5 is to provide information that Meiske doesn't have any money to give to Eflin.

- 6) Context: The conversation was told when Mando was sitting with his friends in the gazebo in front of class A and at that time they were discussing football.
Mando: Why do you want to compare Messi with Cristian Ronaldo, you seem to be feeling

unwell. Now I'm asking who scored the most goals.

The context form above describes a situation where they are talking about their favorite football player, but looking at the utterance it can be seen from the context analysis, they are talking about a figure they admire so they compare and are proud of what they like, but looking at it pragmatically, the form "se saki kapa" usually refers to someone who is sick, but this is not the case. "How sick are you?" refers to a form that the interlocutor is wrong, that Christian Ronaldo is the football player who has scored the most goals, so the word is said only to remind the interlocutor that Messi was defeated by Christian Ronaldo. So the function contained in the speech data 6 is the function of providing information that Christian Ronaldo is the best footballer, as proven by the fact that he is the footballer with the most goals scored so far.

- 7) Context: The conversation between Fadila and Asty took place in the morning. Fadila had just approached Asty. At that time, Ani was sitting with two of her friends.
 Dina : Hi smells shit once
 Asty : Yes the dog pooped there

The contextual form is "Hi bobo tai lawang." In this utterance, Fadila did not mean to utter it. However, because the smell was too strong to inhale, Asty responded that "Io the dog was there". Functions found in speech data 7 "Hi bobo tai lawang" and the utterance "Io, the dog was there earlier" both utterance inform each other to quickly stand up from that place. Because they are both close friends and also classmates, so they both inform each other so that quickly stood up from that place because it was uncomfortable. Based on Context: the smell of animal waste, so Fadila pronounce "Hi sleep shit door". Based on Pragmatic analysis the word refers to an unpleasant and pungent smell, so as a speech partner Asty explains what makes the area it becomes an unpleasant and pungent smell.

- 8) Context: The conversation between Dina and Ani took place in the morning in front of the classroom B. At that time, the children from the Physical Education Study Program were running in front of the classroom.
 Dina: Ani, earlier the Physical Education students were running and then bumped into each other. Flower pot then fell)
 Ani: Yes, wait, let me see this first, I'll pick it up later

The conversation above occurred when Dina saw a flower pot that had fallen. In the context of the utterance "Ani Anana Penjas was at the ballroom earlier "The flower pot channel will fall", the speech spoken by Dina to Ani. This means that the physical education students accidentally dropped the flower pot because they were in a hurry, so they hit the flower pot and fell. Thus, Dina informed Ani so that Ani heard the information and Ani said, "Io, wait, I'll do this biking later, I'll give you the numbers."

So the function of the utterance contained in the 8 Dina data only informs that the flower pot fall and not at all intending to order Ani to lift, it could be because Ani understand the context of what Dina said to Ani so that Ani can lift the fallen flower pot with the word "wait I'll see this later and I'll give you the numbers."

Based on pragmatic analysis from the point of view, the utterance delivered by Dina is a command sentence that refers to Ani lifting the pot, so the context that occurs is related. Because seen from the two conversations, Dina and Ani have relationship as close friends and friends at the same time so it's not a problem if they remind each other. Ani without arguing and saying "Io wait beta see this let's go later". Based on pragmatic analysis from Ani's point of view, the statement made by Dina is a command sentence. refers to Ani lifting the pot, so that the context that occurs is related. Because seen from both Dina and Ani's conversation has a relationship as close friends and also classmates so it's not a problem it remind each other.

- 9) Context: The conversation between Hesti and Eno took place during the day at the place sitting in the gazebo in front of the lecturer's room.
 Hesty : "Hey, bro, is that your boyfriend?" Eno : "It's true sister. Didn't he come over and over again, but you just saw it?"

Hesty: "There was a conversation some time ago"
 Hesty: "Brother, he's already walking"

Based on the analysis of the context that occurred, Eno's girlfriend did not like the conversation between Hesty and Eno so she chose to walk ahead of Eno. On speech form context means that Hesti has never seen Eno's friend's girl so she said how is mo lia is a direct form. So the function of the utterance in data 9 from Hesty's statement "this is he walked to the front of the ship" serves as a detailed explanation. Thus, seen from the context analysis and Pragmatics can it was concluded that indirectly Hesty wanted to said that Eno's girlfriend doesn't like him. Relationship between the two conversations above are close relatives.

- 10) Context: The conversation between Marsel and Acel took place during the day. as they were getting ready from campus to Marsel's graduation ceremony. At that time they were ready and just waiting for the arrival. Hold on.
 Marcel: What time is it now, Riko still hasn't come? This kind of method will be too late.
 Acel : "Wait a minute! , i'll call him.

From the conversation above based on the context analysis that is the basis for the utterance is the arrival of Riko who will take Marsel and Acel to go to the Graduation event using his car but never came, and they were afraid of being late. Based on the Pragmatic analysis of the context form "Wait!, Beta called him, if seen from the conversation between, Marsel and Acel may not be related but as a speech partner Acel he understands the situation and the utterances spoken by Marsel. Therefore, the utterance function in data 10, "Wait! I'll call him," is Acel's response as an affirmation that Riko should come soon and go with Marsel and Acel to the graduation ceremony. In a pragmatic context, the conversations are interrelated.

- 11) Context: The conversation between Ana and Sry took place while they were sitting together on the front porch of the Indonesian Language Study Program. At that time, Sry had just finished taking a shower and was about to go to campus.
 Anna: Please use cream, don't use too much. Sry : This is not too much
 Anna: Because your face is too white

From the context of the conversation above the form "Your face is too white" The statement made by Sry is an expression where Sry reminds Ana that she uses too much cream or powder. "Just keep repeating it, bro." If seen contextually, Ana uses it repeatedly, but seen pragmatically, the utterance is a criticism of Ana who uses too much cream so that her face is very white with the cream or powder used. The relationship between Ana and Sry is close friends and in the same class, is it wrong if Ana reminds Sry not to use too much powder in the future. Thus the function of speech in data 11 "Hi Sry se pake krim jang tallu banyak lai !" works as an affirmation so that in the future Sry will not use too much powder. Based on Pragmatic analysis, "Your face is too white" Ana's statement refers to excessive use of cream or powder. Sry looks very white, unlike Ana's fair skin color, so the use of a lot of cream looks very different from her actual skin color, making it look striking and ugly.

- 12) Context: The conversation between Jeklin and Masni took place at when Masni bought credit from Jeklin.
 Fatty : Jeklin buys 10 credits) Jeklin : State your number) Fatty: 0821....
 (Masni gives Rp. 100,000.00)
 Jeklin: Hi It seems there is no small change

In the conversation above, based on the context analysis The conversation depicts that Masni bought

electronic credit from Jeklin using one hundred thousand rupiah notes. Which is contained in the above statement by Jeklin, he does not have a fraction Small money to give change and Jeklin said "later to". So the function of speech in data 12 "Soon" this speech Which to be an explanation of the two conversations above. The conversation has the meaning of a detailed explanation that Masni can pay after he has the money. the nominal price it should pay, and the context of Masni's conversation with Jeklin didn't require her to pay for the phone credit she bought from Jeklin immediately, but instead gave her flexibility in paying. Masni and Jeklin were close friends from the same year, so it wasn't a problem if Masni hadn't paid back the phone credit to Jeklin.

- 13) Context: The conversation between Isak and Isman took place during the day. In front of the class B lecture room, when Isman was standing, Isak suddenly passed by on a motorbike.
 Isman: Marsel was my motorbike taxi driver before
 Isak : I'm hungry
 (while holding his stomach)

The speech spoken by Isak "I'm hungry" This does not correspond to Isman's statement based on the pragmatic analysis of the answer, that the form "beta hungry e" refers to Isak being hungry and indirectly he refuses Isman to take him. So the function of the utterance in data 13 is Context what happens with the statement "Isak ojek beta dolo" This gives a detailed explanation that he is hungry and must eat first, and only after he has finished eating can he go with Isman. Therefore, in context, Isman and Isak are close friends and in the same class, so the speech can be conveyed well in this situation.

- 14) Context: The conversation between Ana and Jeklin took place when they werewant to go to campus
 Ana : Where's the laptop? Jeklin :for a moment I forgot

The above statement is an expression conveyed by Ana to Jeklin. In the conversation above, they were... Getting ready for campus, I remembered my laptop. In a way, Jeklin answered indirectly. "Yes, wait, I forgot" Contextual function, both utterances are related to each other. The relationship between Ana and Jeklin are friends and classmates so the conversation is it is clear that the contexts are interrelated with each other. In context, the two of them are already close and in the same situation, the utterance is between the speech partners and speakers can understand each other. So the function of speech in data 14 namely providing a detailed explanation of the existence of the laptop. Until the speech function that Jeklin spoke to Ana "Ia, wait, I forgot" is a detailed explanation of the existence the laptop. "wait, I'll forget", refers to an expression that stated that he forgot to put his laptop where it was, which is the context of the conversation above.

- 15) Context: The conversation between Inggrit,
 Ela and Yane took place when they were sitting together at the front of the math classroom.
 Inggrit : Hi, let's take a photo first
 Ela : Yeah, you two move over here a little After the three of them finished taking photos.
 Yane : Ela borrow the phone so I can see the photos
 Ela : betrei is about to die Yane : Well that's that then

The above statement is an expression delivered by Yane, Inggrit and Ella. The relationship between Yane, Inggrit and Ela is that they are close friends because they are in the same class, so they share things with each other. each other in this case they want to take a photo together. Based on the form "batrei mo mati", even though Ella directly rejects Yane, these words have a function that her cellphone did not want to be lent and politely refused so that her friends would not take photos using it. So the function of the utterance in data 15 "matrei mo mati" functions as a detailed explanation. Thus, the context can be seen that Ella's cellphone was used to take photos so that the conversation occurred and the explanation was

detailed.see clearly.

- 16) Context: The conversation between Yopi and Barnes took place in the morning in front of the Class A lecture room when Yopi was sitting while smoking a cigarette and holding a cell phone. Then Barnes passed by in front of him, and he called Barnes. A short conversation ensued. in both.
- Yopi : "Let's sit down!"
 Barnes : "I'm in a hurry, friend"
 Yopi : "Now you are arrogant"

The conversation between Yopi and Barnes took place during the day in front of the A-class lecture hall while Yopi was sitting smoking a cigarette and holding a cellphone. The form of the speech "Se jua now su most arrogant lai" referring to on someone in another speech that describes someone who seems arrogant does not mean Barnes arrogant, but Yopi accidentally said that to Barnes.

Just because Barnes is busy so the speech "beta buru-buru i can" Barnes said, apparently he refused Yopi's invitation to sit together. So the function of the utterance in data 16 "beta buru-buru pot e" referring that he is busy functioning as detailed explanation so that he could not accept Yopi's offer, without him saying he was busy, his conversation partner could understand what he meant. statement delivered by Barnes. While seen from the context can be described if he sits together with Yopi, then he unable to continue his journey which is piling up. If sitting with Barnes sitting with Yopi then the work is not will be finished.

- 17) Context: conversation between Ella and Nevi during PMK service at in the class B lecture room. However, at that time the service had not started. Ella was sitting holding paper to make a fan.
- Not long after, Nevi came and a conversation took place.
- Navy : It's very hot
 Ela : No more paper, this is just one for me

From Nevi and Ela's conversation, Ella's statement stated that form of context "hot lawang e" refers to The temperature or atmosphere at that time was hot due to the hot sun. The relationship between Nevi and Ella was close friends because they were in the same year. So that directly the pragmatic expression that Nevi said so that Ella would give him paper to make a fan but as Ela's interlocutor understands and comprehends Nevi's meaning, so he gave the answer that there was no more paper, only one for himself. This answer indicates that the conversation partner understands the condition, where Nevi feels hot so paper is the solution to be used as a fan, pragmatic analysis in this context can be done. seen when Nevi said "Hot lawang e" as a partner said Ella, understanding what was meant. Such is the context speech "There is no more paper, one par beta sa ni" so the speech function on data 17 works provide information about the speaker's condition or circumstances.

The state of the speaker in the context is described with face that looks hot. Because that is the context of the speech in above serves to provide information that describes the condition participants in the speech. At that time it felt very hot.

- 18) Context: The conversation between Ebi and Rut took place in the morning in front of the Class A lecture room that's when the conversation took place.
- Ebi : "Yes, he is right there. Rut is joining the walk, right?"
 Rut : "I'm sick. Sorry!"

The above statement is an expression conveyed by Ebi towards Rut, where Ebi told Rut to join the walk but Rut refused. The discourse above is an expression delivered by Ebi to Rut, where Ebi told Rut to join the walk but Rut refused. Therefore, in Rut's speech "I'm sick, don't be angry" indicates as a form of information that he is sick and does not want to be involved in the event in question. So the function of the utterance in data

18 is to provide information. Based on the function "I'm sick" refers to the statement that means he does not want to join the walk. So based on this analysis, the context in the discourse refers to the conversational expression "Rut is joining the walk, okay?" Judging from the two conversations, the relationship between Eby and Rut is close friends because they are in the same year so the conversation goes well and clearly in a communication.

19) Context: The conversation took place during the day in front of the classroom. mathematics. The participants in the speech have a very close relationship. The speech took place in a very relaxed manner. At the time the speech took place the speaker talking with a sullen face while saying said hungry.

Siska : Someone hasn't eaten yet

Abigael : Yes, I'm Meliati and Yane.hungry

Siska: Whether you want to eat or not

The context of the conversation took place during the day in front of the room. mathematics class participants speech has a very good relationship familiar. The speech occurs in a very relaxed manner. At the time the speech occurs, the partner said speaking with a grumpy face while say the word hungry. Form the context of the word "Hungry" indicating that he and some of his friends were also hungry and had to eat soon. The utterance above shows that the participants in the conversation have a very close relationship. Siska's utterance, "Mau makan kaseng," implies that Siska is inviting her friends to join her for dinner. Therefore, the contextual function in utterance 19 serves to provide information. The contextual function can provide information that circumstances or conditions influence the speaker. Until the nonverbal action in the context that is done describe the speech partner speaking with a grumpy face while saying the word "hungry." The speaker's state described in this context reflects the conditions he or she is experiencing. This situation occurs because the speaker is hungry and wants to eat with his or her friends. This context serves as information that describes the condition or situation of a speaker, namely their physical and psychological condition.

20) Context: Siska and Yane's conversation took place in the morning when Yane was sitting with his friends and suddenly Siska came and approached them in front of the head of study program's room.

Siska : Was yesterday's green banana ice cream delicious?)

Yane : Very delicious, friends, especially if you add a little ice cube

The discourse above is an expression that delivered by Siska to Yane, Based on the context analysis of the conversation discourse above, the form of the context is directly the words spoken by Yane "paleng enak tamang e, let alone "If you add ice cubes, Sadiki". So the function of the utterance in data 20 serves to provide a detailed explanation that banana ice Green is delicious, especially if you add sadiki ice cubes. In the speech there is absolutely no speech that is intended criticized the green banana ice that Yane made, but based on Pragmatic Analysis, it could be that the ice Yane made was too thick so you have to add ice cubes so that when the ice dissolves, the taste is just right or the Green Banana Ice is not cold enough so the taste of the ice is not right so that the statement is stated. The relationship between Yane, Siska and their friends was one generation and at that time Yane are sitting together and Siska came to them and a conversation took place.

21) Context: The conversation between Gres and Mei took place during the day in a gazebo or often called an umbrella house. Gres : Just change clothes and then we'll go watch the party, okay?.

Mei : I'm busy tomorrow morning.

From the conversation between Gres and Mey, based on the context, it can be seen that there is no connection between Gres' invitation and Mey because of the context Gres invited Mey to watch party and Mey as the speech partner says "I'll be busy tomorrow morning and"as a form of context that tomorrow he will be busy in the morning. This answer refers to his indirect rejection. Provide a detailed explanation

regarding Gres' request. So the function of the utterance in data 21 is to provide a detailed explanation.

That the function of the speech uttered by Mey is a direct rejection providing a detailed explanation that He is busy in the morning so watching a party until late can result in sleeping late and waking up late, or other things, because tomorrow morning he is busy so if he watches a party with Gres until late tomorrow he will not be able to do his activities optimally and another factor might be that Mey doesn't like the invitation the. In context, the questions and answers from the speaker's object are not related to each other, but when viewed in a pragmatic context, both utterances are interrelated, the rejection is directly but the answer is as the information given by Mei can be understood by Gres as a speech partner and understand Mey's intentions. The relationship between Mei and Gres is that of siblings so that the conversation goes well in the context.

CONCLUSION

Based on the presentation and discussion of the results of data analysis at Pattimura University Ambon Indonesian Language and Literature Education Study Program as explained and presented in Results and Discussion, the author can conclude that there are twenty-one forms of context and four functions of pragmatic speech context in the conversations of Indonesian Language and Literature Education Study Program Students using a pragmatic study approach. The author found four functions of situational context in determining the meaning of language which consist of. 1. The function of providing information is (8) data. 2. The function of providing detailed explanation is (8) data. 3. The function of providing confirmation is (2) data. 4. The function of providing explanation is (3) data.

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