

HISTRIONIC PERSONALITY TENDENCY LANGUAGE ACT CASE STUDY OF STUDENTS CLASS OF VIII AT SMP NEGERI 1 PARIAMAN

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Abstract

People who have histrionic personality disorder also need attention in communicating. The process of communication is also one of the processes in the growth of children. Through the communication process, namely through the speech delivered by the child, it can imply expressiveness which functions to express feelings and attitudes and the atmosphere that is being faced by the speaker at that time. This study aims to describe the forms and meanings of language acts, histrionic personality tendencies, case studies of students class of VIII at SMP Negeri 1 Pariaman. This type of research is qualitative research using descriptive methods. The data source of this research is students class of VIII at SMP Negeri 1 Pariaman with histrionic personality tendencies. The data in this study were recorded speeches class of VIII at SMP Negeri 1 Pariaman students with histrionic personality tendencies. Data was collected by recording and note-taking techniques. The results of the data analysis show that the forms of language acts with histrionic personality disorder are seen through expressive speech forms, the expressive speech acts found are speech acts of saying sorry, saying thank you, speech criticizing, and speech praising. The most dominant speech is the speech criticizing. The meaning contained is referential. The referential meaning conveyed in the utterance can be seen from the words beautiful, smart. From the speech delivered by the speaker, the speech is directly addressed to the speech partner, and can be accepted by the speech partner, they immediately understand the intent of the speech delivered by the speaker.

Keywords: *Language, Personality Tendencies, Histrionic*

Abstrak

Orang yang memiliki gangguan kepribadian histrionik juga membutuhkan perhatian dalam berkomunikasi. Proses komunikasi juga merupakan salah satu proses dalam tumbuh kembang anak. Melalui proses komunikasi yaitu melalui tuturan yang disampaikan oleh anak dapat mengimplikasikan ekspresifitas yang berfungsi untuk mengungkapkan perasaan dan sikap serta suasana yang sedang dihadapi oleh penutur pada saat itu. Penelitian ini bertujuan untuk mendeskripsikan bentuk dan makna tindak bahasa, kecenderungan kepribadian histrionik, studi kasus siswa kelas VIII SMP Negeri 1 Pariaman.

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Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode deskriptif. Sumber data penelitian ini adalah siswa kelas VIII SMP Negeri 1 Pariaman dengan kecenderungan kepribadian histrionik. Data dalam penelitian ini adalah rekaman tuturan siswa kelas VIII SMP Negeri 1 Pariaman dengan kecenderungan kepribadian histrionik. Data dikumpulkan dengan teknik rekam dan catat. Hasil analisis data menunjukkan bahwa bentuk tindak bahasa dengan gangguan kepribadian historis dilihat melalui bentuk tuturan ekspresif, tindak tutur ekspresif yang ditemukan adalah tindak tutur meminta maaf, mengucapkan terima kasih, mengkritik, dan memuji. Tuturan yang paling dominan adalah tuturan mengkritik. Makna yang terkandung bersifat referensial. Makna referensial yang disampaikan dalam tuturan tersebut dapat dilihat dari kata cantik, cerdas. Dari tuturan yang disampaikan oleh penutur, tuturan tersebut langsung ditujukan kepada mitra tutur, dan dapat diterima oleh mitra tutur, mereka langsung memahami maksud dari tuturan yang disampaikan oleh penutur.

Kata kunci: Bahasa, Kecenderungan Kepribadian, Histrionik

1. INTRODUCTION

In pragmatics, speech acts are a speech that produces actions so that they are interconnected, not only that speech acts are divided into three types, namely locutionary speech acts, illocutionary and perlocution. (Verawati, 2019). Illocutionary speech acts are divided into five types, namely assertive (representative), directive, commissive, expressive and declaration acts. Each of these speech acts has another division. Speech acts are individual symptoms, are psychological, and their continuity is determined by the speaker's language skills in dealing with certain situations. A speech act is the activity of a person using language to a speech partner in order to communicate something (Tarigan, 2016:30).

One part of the illocutionary speech acts used in this study is expressive speech acts. Expressive speech acts aim to have their utterances interpreted as an evaluation of what is mentioned in the utterance. This is also in accordance with the opinion of Syahrul (2008:35) the point of expressive speech act is to express the psychological state established by the condition of honesty about the circumstances as set out in the content of the proposition. Expressive speech acts consist of utterances of praising, saying thank you, apologizing, denouncing/criticizing, congratulating and offering condolences. Fenda (2012) mentions that expressive speech is part of illocutionary speech acts. The expressive speech has a different function according to the speech spoken by the speaker. Expressive speech consists of expressive utterances that serve to congratulate, thank you, criticize, complain, blame, praise, apologize, and satire.

The use of expressive speech acts can be found in the communication process in everyday life, expressive speech acts can occur during the communication process that occurs in the school environment. One of the communication processes that occurs in the first menengah school or junior high school environment. The level of formal basic education after elementary school is known as Junior High School (SMP). Participants at

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this level of education are usually between the ages of 12 to 15 years. Where at that age the child can already be called a teenager. Santrock (2011:299) says that the transition from childhood to adulthood occurs in adolescence. The realization of the ideals of the nation in the future depends largely on adolescents. Therefore, it is very important to have education for these teenagers.

When viewed in terms of the age of the student, it is in early adolescence. The student experiences a transition between children to adulthood including biological, cognitive, social changes. One of the behaviors shown by the student is like experiencing a change in mindset towards the negative, such as a personality disorder. Histrionic personality disorder is characterized by dramatic behavior, extroverted behavior in overly emotional people. People with this disorder show high attention-seeking behavior. They tend to magnify thoughts and feelings, making things sound more important than they really are. Seductive behavior is often encountered in both men and women. However, their relationship tends to be superficial and more self-serving (Kaplan, Sadock and Grebb, 2010: 274-275).

People whose personality is disturbed are clearly visible in adolescence or in early adulthood will continue throughout adult life, deepening and deepening making it more difficult to change. Signs of personality disorders can be detected in childhood, even in the problematic behavior of preschoolers. People with histrionics show the behavior of wanting to be the center of attention. They tend to magnify their thoughts and feelings, making everything sound more important than in reality. People who have a histrionic personality disorder also need to be considered in communicating. The process of communication is also one of the processes in the growth of the child. Through the process of communication, namely through the speech delivered by the child, it can imply the existence of expressiveness that serves to express the feelings and attitudes and atmosphere that the speaker is facing at that time.

Based on the results of observations made at SMP Negeri 1 Pariaman. It is known that there are class VIII students who have histrionic tendencies. The form of speech delivered by people who have histrionic personality disorder can be seen from the behavior of students, students who have histrionic personality disorder like to disturb classmates during the teaching and learning process. The student is quickly offended and does not care about other friends if his wishes are not followed. One of the behaviors shown by the student is to want to be the center of attention in an inappropriate way, such as blaming his friend if he makes a mistake, cornering his theme when discussing with a dropping question in class and showing an excessive behavior when responding to an incident.

The study of the language acts of histrionic personality tendencies in junior high school students is important to study, this is because at this time junior high school level children in general are already able to communicate with various kinds of expressive, such as utterances that imply the word sorry, mocking utterances and critical utterances. This can already be expressed by students at the junior high level. However, middle

school children who suffer from histrionic personality disorder will tend to have unstable emotions, are easily influenced by other people's talk and are easily bored and only focus on themselves. Based on the description, it can be concluded that people who have histrionic personality disorder seek to use speech through behavior that occurs in the school environment both when in study and outside of class hours. School as an environment where children grow must be able to create an interesting interaction process through speech delivered when interacting with people who have histrionic personality disorder. This is what makes the author interested in researching histrionic personality tendencies.

2. RESEARCH METHODS

This type of research is qualitative research that aims to understand social phenomena including the phenomenon being studied by Sugiyono (2014: 114). The method used in this study is the descriptive method. Data in qualitative research can be defined as data in the form of categorization, tangible characteristics of questions or words (Martono, 2015: 64). The data needed in this study is in the form of statements or sentences that show language acts of tendency to histrionic language disorders. The data source is the subject from which the data can be obtained (Arikunto, 2010:172). The source of data in this study is students class of VIII at SMP Negeri 1 Pariaman with histrionic personality disorder.

The data collection technique in this study used the listening method. The listening method is carried out to listen to the use of language. The term listening here is not only related to the use of language acts with a tendency to histrionic language disorders (Mahsun, 2005:92). The techniques used are tapping techniques, free listening techniques (SBLC), recording and recording techniques. After the data is collected, it will be analyzed and then concluded.

3. RESULTS AND DISCUSSION

Result

Forms of Language Acts with Histrionic Personality Disorder

a. Speech Act of Saying Sorry

An expressive speech act of saying sorry is a speech act that expresses something that is felt by the speaker that is implied in a psychological statement for example, saying sorry, indicating that the speaker admits a mistake he has made that results in the appearance of an apology in a person. This speech act can be analyzed through language speech in children who have histrionic personality tendencies at SMP Negeri 1 Pariaman as follows.

- (Data 02) Guru : *Apo tu pagi baru jan bacakak juo.*
 Siswa A : *Mado bacakak buk.*
 Siswa B : *Itulah di ibuk pagi baru alah manjulid je karajo nyo tu.*
 Guru : *Alah mah Bintang awak tiok hari cari gara-gara juo.*
 Siswa A : *Mado buk.*
 Guru : *Alah mah, mintak maaf ka si Bunga tu dulu.*
 Siswa A : ***Maaf den Bunga.***
 Siswa B : *Mintak maaf ndak lo ikhlas doh.*
- (Data 02) Guru : *Apa itu pagi sudah bertengkar.*
 Siswa A : *mana ada Buk.*
 Siswa B : *itu lah buk, pagi dia sudah menjulid Buk.*
 Guru : *Sudah Bintang, kamu pagi sudah cari masalah.*
 Siswa A : *Tidak ada buk.*
 Guru : *Sudah, mintak maaf sama Bunga dahulu*
 Siswa A : ***maaf saya Bunga***
 Siswa B : *minta maaf tidak ikhlas*
- Teacher : *What is the morning has been quarreling.*
 Student A : *where there is a Buk.*
 Student B : *that's the buk, the morning he has dubbed Buk.*
 Teacher : *Already Stars, you have been looking for the morning problem.*
 Student A : *No buk.*
 Teacher : *Already, please apologize to Flowers first*
 Student A : *my sorry Flower*
 Student B : *apologize for not being sincere*

Based on the student's expression above, the context that occurs is in the morning, which is around 10:25 when the child is studying. The utterance in data 02 explains that the child who has a hypersonic personality is mocking the theme, seeing the child's attitude, the friend complains to the teacher because the friend feels disturbed by the child's attitude. In order not to cause a commotion, the teacher asks the child to end his behavior, then an expression of regret arises which can be seen through his language actions. In the speech, the child makes a commotion. Seeing this action, the child is advised by the teacher, so this makes the child admit his mistake with the words he

teaches the child to say the word "sorry den Bunga" (sorry I am a flower) which describes the form of speech act of saying sorry which is shown through language acts by the child.

From the data above, the child's expression on the word "sorry den Flower" is included in the characteristics of a person who has a Histrionic personality in the first trait, where the characteristics shown in the form of his behavior tend to be dramatic which causes high emotions. The attitude of children who have a histrionic tendency from the above utterances is that the child who often annoys friends in class, is always the center of attention, likes to mock friends and acts like to always be praised and cared for by the teacher. At the time of learning, the child is looking for commotion and commotion. So that the child manages to become the center of attention and is reprimanded by the teacher who eventually the child is scolded by the teacher. For this attitude, the child shows an emotional attitude, and admits the mistakes shown through expressive speech, namely apologizing. This is based on the word "sorry den Bunga" spoken by the child, where he shows an attitude that everyone wants to be the center of attention, namely by seeking attention to the teacher by causing noise and disturbing his friend in learning so that he gets a response from the teacher and a speech arises from the child with the word "sorry den Bunga".

The utterances in the data above can be studied through a pragmatic perspective, namely through the language of context, and understanding, which is related to the problem of meaning contained in the speech conveyed by the speech partner. This is marked by the word "sorry den Bunga" which is phrased by the child on the theme because he has made a mistake by disturbing friends and making noise in the classroom. So this utterance is a form of expressive utterance, namely saying sorry. Expressive speech saying sorry is an expressive form of misrepresentation carried out by children for the commotion that has been done in the classroom.

b. Expressive Speech Act Of Saying Thank You

The act of expressing gratitude is part of the type of expressive speech act. An expressive speech act of gratitude is a speech act that expresses something that is felt by the speaker that is implied in a psychological statement, for example, saying thank you, indicating that the speaker feels happy or likes a thing or event that results in the emergence of gratitude in a person. This speech act can be analyzed through language speech in children who have histrionic personality tendencies at SMP Negeri 1 Pariaman in the teaching and learning process.

- (Data 05) *Siswa: Buk awak lah siap, buliah kumpulan Buk?*
Guru : Bagi yang alah siap bulih kumpulan ka muko kali
Siswa: oke buk, makasi ibuk cantik
- (Data 05) *Siswa: Buk saya sudah siap, boleh kumpulkan Buk*
Guru : Bagi yang sudah siap boleh dikumpulkan kedepan
Siswa: oke buk, terimakasih ibuk cantik

Student : My buk is ready, can collect Buk

Teacher : For those who are ready can be collected in the future

Students: okay buk, thank you beautiful mother

Based on the student's expression above, the context occurs in the morning at 10.25, when the child is studying with his friends in the classroom. The child explained that he was happy to see the teacher's good attitude to the DIR, the child felt cared for by the teacher, because the teacher was willing to appreciate the results of the work that had been done by the child. Seeing the teacher's kind and caring and sincere attitude towards the child, there is an expression of pleasure from the child to the teacher which can be seen through his language actions.

From the data above, the child's expression on the word "Thank you beautiful mother" is included in the characteristics of a person who has a Histrionic personality in the second trait, the characteristics shown are in association, they will show their beauty so that they can be praised. In addition, it also flirts with the opposite sex by showing sexual temptation. This is done just to be able to feed back. This is done just to be able to feed back. The attitude of children who have hystrionic tendencies from the utterances above is a child who often disturbs friends in class, is always the center of attention, likes to mock friends and acts like to always be praised and cared for by the teacher. At the time of learning the child seeks attention to the teacher. The child seeks to make assignments in a hurry so that they can be given praise by the teacher. The child manages to find the sympathy of the teacher because the teacher manages to pay more attention to himself. This is based on the word "Thank you beautiful mother" spoken by the child, where he has shown his beauty so that he can be praised by seeking attention to the teacher by showing the results of the tgas he has made so that he gets a Feed Back from the teacher and a word arises from the child with the word "Thank you beautiful mother".

The utterances in data 05 above can be studied through a pragmatic perspective, namely through the language of context, and understanding, which is related to the problem of meaning contained in the speech conveyed by the speech partner. This is marked by the word "Thank you beautiful mother" in his speech, so that this speech can be seen from the context and the language used by the child is a form of expressive speech saying thank you, namely a speech that expresses pleasure and an expression of gratitude expressed by the child to the teacher during the learning process.

c. Expressive Speech Act of Criticizing

A speech act is a speech that expresses a person's thoughts through the language taught, because they don't like a thing or criticize something. This speech act can be analyzed through language speech in those with histrionic personality tendencies at SMP Negeri 1 Pariaman as follows.

- (Data 04) *Guru : lah siap wak mancatat, beko buek latihan di halaman 120 yo, dikumpulan hari ko juo*
Siswa : ee.. PR salah buk, banyak na dak siap kini do buk
- (Data 04) *Guru : sudah siap kamu mencatat, nanti buat latihan di halaman 120 ya, dikumplkan hari ini juga*
Siswa : PR saja lah buk, terlalu banyak tidak siap hari ini
Teacher: you are ready to take notes, later make an exercise on page 120, yes, it is compiled today
Students : Homework alone is a buk, too many are not ready today

Based on the child's expression above, it occurs in the morning around 9:30 in the classroom with the teacher and friends. The context that occurs in the speech above is when the child is hearing directions from the teacher to take the task that must be collected on the spot, but the child objects to the teacher's order, seeing the teacher's indisputable attitude, spontaneously the child conveys the expression "ee.. PR salah buk, many na dak ready now do buk" which describes the form of speech acts of criticism shown as neglecting of language expressions by children.

From the data above, the expression of children is included in the characteristics of a person who has a histrionic personality in the first trait, where the traits shown in the form of behavior tend to be dramatic which causes high emotions. The attitude of children who have a histrionic tendency from the above utterances is that the child who often annoys friends in class, is always the center of attention, likes to mock friends and acts like to always be praised and cared for by the teacher. When studying in class the child always has a dramatized attitude, likes to perform skits, and excessive expressions of emotions. The attitudes of the child are shown through expressive speech, namely criticizing. It is based on the word "ee.. PR salah buk, many na dak ready now do buk" expressed by the child by saying he gave criticism to the teacher, the child did not like the attitude of the teacher who always gave assignments, so the speaker criticized the teacher's attitude which was shown in the form of a speech act of criticizing the teacher. The utterances in data 04 above can be studied through a pragmatic perspective, namely through the language of context, and understanding, which is related to the problem of meaning contained in the speech conveyed by the speech partner. It is marked with the word "ee.. Homework salah buk, many na dak ready now do buk" which is phrased by the child in his speech, so this process is born from the psychology of the child which states that he feels objections to the task given by the teacher. This is what encourages the child to express through language that he does not want to do the task given by the teacher, where he asks the teacher so that the task can be postponed.

d. Expressive Speech Act of Praise

A speech act of praising is a speech that expresses a person's thoughts through the language being taught, the speech of praising means giving praise because maresa is happy with an attitude or something. This speech act can be analyzed through language speech in those with histrionic personality tendencies at SMP Negeri 1 Pariaman as follows.

- (Data 09) *Guru : alah mah, ka nio baraja atau ndak ko.*
Gilang : iyo buk, tapi pena wak ndak do doh buk.
Guru : alum ado buk suruh mencatat lae do
Siswa : ba dek rancak bana ibuk kini ko
- (Data 09) *Guru : sudah ya, mau belajar atau tidak*
Siswa: iya buk, tapi pena saya tidak ada buk
Guru : belum ada Ibu suruh mencatat lagi
Siswa: kenapa ya hari ini ibu cantik sekali
Teacher: yes, want to learn or not
Student: yes buk, but my pen is no buk
Teacher: no mother told me to take notes again
Student: why is it so beautiful today mom

Based on the child's expression above, it occurs in the morning around 10:45 in the classroom with the teacher and friends. The context that occurs in the speech above is when the child is learning. At the time of study the teacher gives the child a task, and the task is completed by the child in a timely manner. Seeing a child who is dexterous the teacher gives motivation to the child and expresses his gratitude, from the teacher's attitude, the child feels happy and feels valued, then the child conveys the expression "ba dek rancak bana ibuk now ko" which describes the form of a complimentary speech act that is shown to be negligent in language expression by the child.

From the data above, the expression of children is included in the characteristics of a person who has a Histrionic personality in the second trait, the traits shown are in association, they will show their beauty so that they can be praised. In addition, it also flirts with the opposite sex by showing sexual temptation. This is done just to be able to feed back. The attitude of children who have a hystrionic tendency from the utterances above is a child who often disturbs friends in class, is always the center of attention, likes to mock friends and acts like to always be praised and cared for by the teacher. While studying in the classroom children Their appearance and behavior often profocate sexually inappropriately (flirting). The attitudes of the child are shown through expressive speech, namely praise. This is based on the word "ba dek rancak bana ibuk kini ko" expressed by the child by saying he gives praise to the teacher, the child feels cared for and likes the teacher's attitude that always gives encouragement and

motivation to himself, so the speaker praises the teacher's attitude which is shown in the form of a complimentary speech act towards the teacher.

As a result, the pragmatic perspective of language used by the child in the data above can be seen through elements of language, context, and understanding, which are related to the problem of meaning contained in the speech conveyed by the speech partner. This is marked by the word "baa dek rancak bana ibuk kini ko" which is expressed by the child in his speech, so that this speech can be seen from the context and the language used by the child is a form of expressive speech praising praise, namely speech that gives praise or a sense of interest in something, where from the speech above shows if the expressive speech of praise taught by the child because of the feeling of pleasure and admiration from the child towards a good teacher has an attitude which is good, where he also praised the beauty of the teacher's face.

The Meaning of Expressive Speech Acts in Histrionic Personality Children Class of VIII at SMP Negeri 1 Pariaman

Referential Meaning of Expressive Speech Acts

Referential meaning is a meaning that is directly related to reality or referent (reference), the referent meaning is also called cognitive meaning, because it has a reference. The following describes some of the referential meanings found in students class of VIII at SMP Negeri 1 Pariaman in the teaching and learning process.

- (Data 09) *Guru : alah mah, ka nio baraja atau ndak ko.*
Gilang : iyo buk, tapi pena wak ndak do doh buk.
Guru : alum ado buk suruh mencatat lae do
Siswa : ba dek rancak bana ibuk kini ko
- (Data 09) *Guru : sudah ya, mau belajar atau tidak*
Siswa: iya buk, tapi pena saya tidak ada buk
Guru : belum ada Ibu suruh mencatat lagi
Siswa: kenapa ya hari ini ibu cantik sekali
Teacher: yes, want to learn or not
Student: yes buk, but my pen is no buk
Teacher: no mother told me to take notes again
Student: why is it so beautiful today mom

The meaning contained in tindak tutur tutur ekspresif praises is referential which is marked ikata rancak. The word rancak also has a meaning of good and good, where the speaker tries to give praise for the attitude of the speech partner and praise for the beauty of the speech partner, the speaker feels amazed and happy to see the attitude and speech partners so that the words of praise spoken by the speaker appear.

In the Use of referential matching methods, where to see the reality that exists in the language itself. The word "rancak" actually has a meaning to refer to the perfect, beautiful, and gentle look, but in speech children use the word using regional languages, so they do not use the true meaning of the word "rancak". The meaning of the speech is in accordance with the idea that students want to convey, namely giving praise to their speech partners based on the context in it.

The Ideational Meaning of Expressive Speech Acts

Ideational meaning is meaning because the speech conveyed has a meaning that is directly related to the reference designated by the word spoken by the speaker. This can be seen in the data as follows.

- (Data 05) *Siswa: Buk awak lah siap, buliah kumpulan Buk?*
Guru : Bagi yang alah siap bulih kumpulan ka muko kali
Siswa: oke buk, makasi ibuk cantik
- (Data 05) *Siswa: Buk saya sudah siap, boleh kumpulkan Buk*
Guru : Bagi yang sudah siap boleh dikumpulkan kedepan
Siswa: oke buk, terimakasih ibuk cantik
Student : My buk is ready, can collect Buk
Teacher : For those who are ready can be collected in the future
Students: okay buk, thank you beautiful mother

Based on the above data is an expressive act of saying thank you, marked with the word thank you. If the word thank you is associated with a dressing technique, namely with the word thank you, then the meaning will remain the same, namely saying thank you. That's why the speech acts contained in the utterances of the word thank you above have a contextual meaning. The contextual meaning used because the speech conveyed has a meaning, namely a form of gratitude or return of gratitude after receiving kindness and so on.

Discussion

Based on the research findings, the form of speech acts found in students class of VIII at SMP Negeri 1 Pariaman who have Histrionic personality tendencies is a form of expressive speech to say sorry, say thank you, criticize and praise. The most common speech act is speech act. According to Fitriani (2012) expressive acts are speech acts that concern feelings and attitudes, for example in the form of acts of apologizing, thanking you, conveying congratulations, praising, expressing condolences, criticizing, and satire. These actions serve to express and express the psychological attitude of speakers towards speech partners. Furthermore, by determining the speech of children who have Histrionic personality tendencies can lead to Histrionic personality traits where Millon

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and Davis (1996), there are eight histrionic personality traits, as follows: First, His behavior tends to be dramatic which gives rise to high emotions. Secondly, In association, they will show their beauty so that they can be praised. In addition, it also flirts with the opposite sex by showing sexual temptation. This is done just to be able to feed back. Third, Incapable of recognizing himself and insensitive to his past. But they will be more sensitive to the rejection and attitude of others towards them, especially the partner.

Fourth, Self-appearance for them is very important. They feel that they are the most attractive, kind, much loved and can always create an interesting lifestyle. And the main thing is physical appearance. Fifth, On average, they cannot think logically, are mature and have difficulty solving their problems and their past experiences have been suppressed. Sixth, They usually find it difficult to create relationships that are full of feelings and meaning. Why? Because what they do is fraught with manipulateness. Seventh, Moody-an. Eighth, In determining the direction of his life, it is usually erratic and uncertain. They don't have a clear life plan because their lives are only fixated on praise. They are also not confident to live independently and are always dependent on others.

From the results of the study, it can be seen that the context of the speech that occurs can be seen in terms of time, participants, objectives, speech forms, tones, language used and the form of speech delivery delivered. The situation that occurs when speech occurs is in the morning when students are teaching. The participants in the speech above are students class of VIII at SMP Negeri 1 Pariaman who have histrionic personality tendencies, as speakers with speech partners, namely teachers. The purpose of the speech delivered is to provide criticism and also gratitude. Direct speech occurs when the speaker is studying in class. The tone is relaxed and uses instruments orally with a form of delivery, namely narration. The form of expressive speech used by students is as follows.

One of the most widely used forms of speech by students is critical speech. Students make speeches by saying criticism both to the teacher and to other students. The form of speech delivered by students is through the words "many bana, a lah paja ko, pilik a buk ko, dek a ang suko-suko den lah". From the speech, it can be seen that students give good criticism to the teacher, namely because they do not like the teacher's attitude and feel objections to the tasks given by the teacher. In addition, the speech of criticism was also directed at other friends. Speakers don't like the attitude of the theme which is considered too stingy and do not want to share in making tasks, so the speaker feels annoyed by the attitude of his opponent.

The meaning of speech is the meaning or content of a utterance. So, in the speech that everyone conveys, there will be meaning in it, so that the opponent of the speech can understand the meaning of the speech. Based on research findings from students class of VIII at SMP Negeri 1 Pariaman during the learning process, a referential meaning was found, because the speech conveyed has a meaning that is directly related to the reference designated by the word taught by the speaker. The referential meaning conveyed in the speech can be seen from the word many bana. From the word, it can be seen that the word

many bana has the meaning of unwillingness or rejection, so that the speaker pronounces the word to criticize the speech partner, the speech delivered by the speaker can be directly received by the speech partner, they immediately understand the meaning of the speech delivered by the student. This child who has histrionic personality tendencies is a child who has a personality disorder characterized by dramatic behavior, extroverted behavior in people who are overly emotional. People with this disorder show high attention-seeking behavior. They tend to magnify thoughts and feelings, making things sound more important than they really are. As a teacher, speech partners try to maintain the child's psychological development properly, because speech partners also do not want the speaker's or child's psychology to be disturbed by the speech he conveys. This can be seen from the results of research that has been carried out. The utterances delivered by speakers can be studied in psychopragmatic studies.

In his psychopragmatic studies, it can be seen from the context of the psychology of speakers and speech partners. At the time of speech that occurs the psychological condition of the speaker at that time is good, so this also has an impact on the development of the psychology of speakers. Speakers convey their speech in a kind, polite and friendly way, so this also has an impact on the psychology of the speaker, with the speech delivered by the speaker, the speech partner feels that children who have histrionic personality tendencies only need to be given more attention, even though they often seek attention in the school environment, but still within a reasonable scope.

The attention shown by the child is influenced by various factors. One of them is the lack of attention from the family or parents. Usually these children do not get the attention of the parents, because the parents who are busy working and some even the parents have divorced, so this has an impact on the development of the child's psychology. Therefore, to get attention, children will seek attention in the school environment, namely by doing excessive activities such as disturbing friends, looking for the center of attention both on the teacher and with the theme. Based on the results of research that has been carried out, it is known that the factor of children often seeking attention because they feel lonely, so far children lack attention from the family, so to show this sense of wanting to be cared for, children have prominent behaviors such as often disturbing friends in class, often active in class, namely by seeking attention to the teacher. The response given by the teacher is quite good, because for the teacher, if the student's attitude is still limited to reasonable, the teacher will respond well and pay more attention because it is also one of the teacher's duties to continue to pay attention to students so that they remain as enthusiastic in learning. In addition, when viewed from the response of students. Some respond positively, some are negative. Because there are some students who don't like the attitude of sswa who have too much attitude.

So from the attitude possessed by the student so that the speech conveyed shows the expression that exists in him. Like when the teacher gives praise to the speech partner, the child who has this disorder will express it through speech by saying thank you. Also, if the speaker does not like the attitude of his speech opponent, the expression

shown is that it contains *kitikan* utterance. So from the results of the research conducted, the most demonstrated student expression by children who have personality disorders is the expression of criticism. This critical speech spoken by a child who has a personality disorder indicates that the child often wants to stand out from other friends. Children often criticize the attitude of their friends and even the attitude of their teachers. Children feel unhappy to see friends who are not as happy as them so when interacting in the classroom children often make noise, such as disturbing friends, saying rudely to the theme, disturbing the teacher, joking with the teacher and often seeking the attention of the teacher.

CONCLUSION

Based on the results of the study, it was concluded that, First, the form of expressive speech acts in children who have histrionic personality tendencies there are 45 forms of expressive speech acts found, namely speech acts of saying sorry, where children apologize for mistakes that have been made. Saying thank you, this speech is a form of gratitude from the speaker for what the speech partner has done. Critical speech act, is a form of speech that contains criticism of actions committed by speech partners. The speech praises the speaker giving praise to the teacher for the beauty of the teacher's face that amazes the speech partner. Second, the meaning is referential. The referential meaning conveyed in the speech can be seen from the words *many bana*, *a lah paja ko*, *pilik a buk ko*, *dek a ang suko-suko den lah*. From the speech delivered by the speaker, the speech is directly addressed to the speech partner, and can be received by the speech partner, they immediately understand the intention of the speech delivered by the student.

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