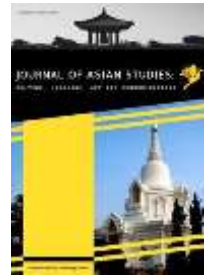




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EXPRESSIVE SPEECH ACT FOR SLB NEGERI 1 PADANG TEACHERS IN THE TEACHING AND LEARNING PROCESS OF PSYCHO- PRAGMATIC STUDIES

TINDAK TUTUR EKSPRESIF GURU SLB NEGERI 1 PADANG DALAM PROSES BELAJAR MENGAJAR KAJIAN PSIKO-PRAGMATIK

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Abstract

Ability of teachers in how to create an interesting learning process through the speech delivered in the learning process in SLB Negeri 1 Padang. This study aims to describe the form and the meaning of expressive speech acts of the SLB Negeri 1 Padang Teacher during the learning process. This type of research is a qualitative study using descriptive methods. The data source of this research is the SLB Negeri 1 Padang teacher. The data in this study are recorded teacher-speaking strategies when the learning process takes place. Data collected by record technique and note technique. The results of the data analysis showed that the expressive speech acts of the SLB Negeri 1 Padang teacher during the learning process there was 40 expressive speech acts found in the SLB Negeri 1 Padang teacher during the learning process namely First, the speech acts were praised. Second, speech acts say thank you. Third, speech acts criticize. Based on the speech acts found, the meaning contained in this study is referential. So it can be concluded that when the learning process took place I SLB Padang. Padang teacher used expressive speech, the speech used occurred there were no formal language provisions only the rules were a language that could be understood between the two and did not use coarse language. The psychopragmatic study contained in the SLB Negeri 1 Padang teacher's speech is seen from the situation of the context of the speech used, where when the teacher says the psychological state of the teacher is good and happy so that this can also have a positive pragmatic psychological impact on the speech partner.

Keywords: Speech Act, Expressive, SLB Teacher, Teaching and Learning Process

Abstract

Masalah dalam penelitian ini adalah beraneka ragamnya bentuk ekspresif kemampuan guru dalam cara menciptakan proses pembelajaran yang menarik lewat tuturan yang disampaikan dalam proses pembelajaran yang menarik lewat tuturan yang disampaikan dalam proses pembelajaran di SLB Negeri 1 Padang. Penelitian ini bertujuan untuk mendeskripsikan bentuk dan makna tindak tutur ekspresif Guru SLB Negeri 1 Padang pada saat proses pembelajaran. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode deskriptif. Sumber data penelitian ini adalah guru SLB Negeri 1 Padang. Data dalam penelitian ini adalah rekaman strategi bertutur guru pada saat proses pembelajaran berlangsung. Data dikumpulkan dengan teknik rekam dan teknik catat. Hasil analisis data menunjukkan bahwa tindak tutur ekspresif Guru SLB Negeri 1 Padang pada saat proses pembelajaran terdapat 40 tuturan tindak tutur ekspresif yang ditemukan pada Guru SLB Negeri 1 Padang pada saat proses pembelajaran yaitu *Pertama*, tindak tutur memuji. *Kedua*, tindak tutur mengucapkan terima kasih. *Ketiga*, tindak tutur mengkritik. Berdasarkan tindak tutur yang ditemukan, maka makna yang terdapat pada penelitian ini adalah makna referensial. Maka dapat disimpulkan bahwa pada saat proses pembelajaran berlangsung guru SLB Negeri I Padang menggunakan tuturan ekspresif, tuturan yang digunakan terjadi tidak ada ketentuan berbahasa yang formal hanya saja aturannya adalah bahasa yang dapat dipahami antara keduanya dan tidak menggunakan bahasa yang kasar. Kajian psikopragmatik yang terdapat dalam tuturan guru SLB Negeri 1 Padang yaitu terlihat dari situasi konteks tuturan yang digunakannya, dimana saat guru mengucapkan tuturan keadaan psikologi guru sedang baik dan senang, sehingga hal ini juga dapat memberikan dampak psikologi pragmatik yang positif kepada mitra tuturnya.

Kata kunci: *Tindak tutur, Ekspresif, Guru SLB, Proses Belajar Mengajar*

1. INTRODUCTION

The problem of expressive speech acts is not only found in the communication process in everyday life, but can also be seen in the learning process in the classroom. In learning, teachers play the most important role in teaching and learning interactions to convey knowledge to students. Teachers are required to be able to establish good communication. Good communication is communication that has the same perception / understanding between teachers and students. Before carrying out learning, the teacher must master the teaching materials, so that the teaching and learning process can run smoothly. This cannot be separated from the ability of the teacher's speech acts. Children with special needs are children with special characteristics that are different from children in general. The problem that occurs in SLB Negeri 1 Padang is that the teaching and learning process of SLB Negeri 1 Padang teachers is still difficult to use speech that can be used on normal elementary school students in general, due to geographical factors and student backgrounds, so that there are difficulties experienced by teachers in interact with these leftovers.

In general, students of SLB Negeri 1 Padang are mentally retarded, namely individuals who have intelligence that is below average. Mentally retarded is an individual who has intelligence that is significantly below the average and is accompanied by an inability to adapt to behavior that appears during development. During the teaching and learning process, one form of expressive speech act expressed by the teacher is critical speech, where the speech delivered by the teacher is "*tu panduto namonyo tu mah*". From the speech, it can be seen that the speech delivered by the teacher is solely to state that the student is lying, and the speech delivered by the

teacher also does not expect or ask for a response from the student. Speech is expressed by the teacher in the context of teaching and learning, which at that time in the material being taught is reading.

The problem that occurs in SLB Negeri 1 Padang is that the teaching and learning process of SLB Negeri 1 Padang teachers is still having difficulty using speech that can be used on normal elementary school students in general, due to geographical factors and student backgrounds, in interacting with students, the teacher uses speech with the local language, because through the spoken local language students will more easily digest the speech delivered by the teacher compared to the speech delivered in Indonesian. The previous research which also discussed speech acts, namely research conducted by Ratih et al. (2018) which examined the speech acts of Cahaya Bangsa special school teachers in Pontianak in the teaching and learning process. 44 utterances that are included in the types of speech acts with the categories proposed by Searle and Austin and the purpose of the speech acts proposed by Leech. Rahmat (2019) states that language is the process of removing thoughts and feelings (from the brain) verbally, in the form of words or sentences, both productive and receptive to speech partners. The results of this analysis indicate that the role of psycho-diversity for the process of learning and teaching both spoken and written language has a major influence on the desired process and outcome.

Based on the research results above, there are similarities and differences with the research that will be carried out. Similarities in the research that has been carried out and that which will be carried out are in the research variables to be studied, while the difference with the research to be carried out is in the object of research. The definition of speech acts according to the expert, which can be seen according to Chaer's (2010: 50) view, states that speech acts are an individual symptom, psychological in nature, and their continuity is determined by the speaker's language ability in dealing with certain situations. In speech events, it is more seen in the purpose of the events, but in speech acts it is more seen in the meaning or meaning of actions in speech.

Furthermore, speech acts can also be divided into several parts. According to Wijana (2016: 17) pragmatically, there are at least three types of actions that can be manifested by a speaker, namely the act of locus, illocution, and perlocution. One part of speech act is expressive speech act. Syahrul (2008: 35) states that expressiveness is a speech act that functions to express feelings and attitudes about the state of the relationship. Therefore, this research is unique and interesting. It can be seen that the point of expressive speech acts is to reveal a psychological state that is determined by the condition of honesty about the situation as defined in the content of the proposition.

2. METHODS

This type of research is qualitative research that aims to understand social phenomena including the one being researched by Sugiyono (2014: 114). The method used in this research is descriptive method. Data in qualitative research can be defined as data in the form of categorization, characteristics in the form of questions or words (Martono, 2015: 64). The data needed in this study are expressive speech used by special school teachers. Data sources are the subjects from which data can be obtained (Arikunto, 2014: 172). The data source in this study is the utterances used by the SLB Negeri 1 Padang teachers during the teaching-learning process.

Data collection techniques in this study used the observation method. The observation method is the researcher listening to the conversation or the use of language between the teacher and students. The observation method has two techniques, namely, basic techniques and advanced techniques. The basic technique is in the form of tapping techniques, where the

researcher must tap into the conversation of the teacher and student. Furthermore, using an advanced technique, namely the Speaking Free Listening Technique (SBLT), in which the researcher is not involved or does not participate in the conversation between the speaker and the interlocutor. Second, the recording technique is that the researcher records the speech of the SLB Negeri 1 Padang teacher. Third, the note-taking technique, in which the researcher records all the data obtained in the data card.

3. RESULTS AND DISCUSSION

Based on the theoretical reference, data on the expressive speech act forms found in the SLB Negeri 1 Padang teacher in the teaching and learning process there are forty forms of expressive speech acts, namely First, there are nineteen forms of expressive speech acts, because in the utterances delivered by the speakers contain praise for actions taken by the speech partner. Second, the speech act of saying thank you in four utterances, in the speech of gratitude it was found that the speaker expressed an expression that contained gratitude to the speech partner. Third, the act of criticizing as many as seventeen accounts, because there are utterances containing criticism conveyed by the speakers to the speech partners. Of the forty forms of expressive speech acts found, the most idealized speech act is that of praising. I. The least used speech act is that of saying thank you.

1. Expressive Speech Acts of Praise

The following describes several forms of expressive speech acts of praise that are found in SLB Negeri 1 Padang teachers in the teaching and learning process.

(Data 1) Guru : Ya bagus Dani
Murid : Mengangkat kaki
Guru : Ulangi lagi

Based on the data above, the situation that occurred during the speech was in the morning when the teacher was teaching gymnastics to students with special needs. The participant in the above speech is Mrs. Rita, as a speaker with a speech partner, namely students. The purpose of the speech conveyed by Mrs. Rita is to give appreciation to students for being able to do the movements exemplified by the teacher. The speech contains praise from speakers to students with special needs who can do and imitate movements well. Data 1 is utterance of praising expressive speech acts marked with good words. The meaning contained in the data is referential meaning, the referential meaning of the word good is a compliment to the speech partner, because the utterance delivered by the speaker is a form of praise for the speech partner, so that the speech directly refers to the actual object or situation that can be easily understood. by said partners.

In psychopragmatic analysis, the basis for the analysis is language that is influenced by a person's psychology. In the speech, the speaker gives praise to the speech partner, so that the praise conveyed by the speaker gives the impression of happiness and joy by the speaker to the activities carried out by the speech partner, so that the atmosphere that occurs at that time becomes cheerful and makes the speech partner excited and cheerful in learning. Based on this, it can be seen that the psychological situation of the speakers is very good, it can be seen from the

speech delivered by the speakers and this affects their speech and has a positive impact on the speech partners.

(Data 2) Guru : *Ha angkat kakinya, bagus*

Murid: *Mengangkat kaki dan menggelengkan kepala ke kiri dan ke kanan*

Based on the data above, the atmosphere that occurred at the time of the speech was in the morning when the teacher was teaching gymnastics to students. The participant in the above speech is Mrs. Rita as a speaker with speech partners, namely students. The purpose of the speech that was delivered by Mrs. Rita was to give appreciation to students for being able to do the movements the teacher did. The speech contains praise from the speakers to students who can do and imitate gymnastics movements well. Data 2 is utterances of expressive speech acts of praise marked with good words. The word good denotes praise delivered by the speaker to praise his student who has succeeded in imitating what the speaker has commanded. When viewed in terms of contextual meaning, the word good means showing the word smart, while in terms of referential the word good is a compliment to the speech partner, because the utterance delivered by the speaker is a form of praise for the speech partner, so that the speech directly refers to the object or situation actually that can be understood easily by the speech partner.

In psychopragmatic studies, it can be seen that speakers convey their speech casually, the speech is delivered during sports hours, so that the speech is spoken verbally and has a psychological effect on children. Psychopragmatic studies that can be seen are from the speech delivered by the speaker, where at that time the speaker gave praise to the speech partner, so that the praise conveyed by the speaker gave the speaker an impression of happiness and joy towards the activities carried out by the speech partner, so that the atmosphere that occurred at that time be cheerful and make speech partners excited and cheerful in learning. Based on this, it can be seen that the psychological situation of the speakers is very good, it can be seen from the speech delivered by the speakers and this affects their speech and has a positive impact on the speech partners.

2. Expressive Speech Acts Actions to Say Thank You

The following describes the form of expressive speech acts to express gratitude for the teachers of SLB Negeri 1 Padang in the teaching and learning process.

(Data 3) Guru : *Tepuk tangan untuk Bayu, terima kasih Bayu*

Murid (Bayu) : *Iya mak.*

Data 3 includes expressive speech acts saying thank you, marked with the word thank you. If the word thank you is associated with a substitute technique, namely the word thank you, the meaning will remain the same, namely to say thank you. The word of gratitude that is uttered by the speakers has a referential meaning, because this meaning is in accordance with the idea that the teacher wants to convey, namely to thank the speech partner based on the context in it. From the data above, it can be seen that the speech delivered by the speaker can have a psychological impact on the speech partner, because through the thank you speech, the speech partner will feel happy, so that if the speech partner feels happy, they will be enthusiastic about learning and will be more good again. The speech occurs when the speaker is in the classroom with the speech partner and the speech conveyed can make students feel happy with what the speaker has said.

(Data 4) Guru : Bayu maju ke depan Murid

(Bayu) : Maju ke depan membacakan cerita yang sudah ditulis

Data 4 includes expressive speech acts saying thank you, marked with the word thank you. If the word thank you is associated with a changing technique, namely the word thank you, the meaning will remain the same, namely to say thank you. The word of gratitude uttered by speakers when viewed from its contextual meaning is a form of gratitude or reciprocation after receiving kindness and so on. In terms of psychopragmatic analysis, it can be seen that the speech conveyed by the speakers in the above speech uses casual speech, is delivered orally and the speech can affect a person's psychology. When the speech occurs the speaker is in the classroom with the speech partner and the speech conveyed can make students feel happy with what the speaker has said.

4. Expressive Speech Acts Critical Actions

The following describes several forms of critical expressive speech acts found in SLB Negeri 1 Padang teachers in the teaching and learning process.

(Data 5) Guru: Alwi nanti makannya, kalau mau makan di luar ko dak ibu ambil kuenya

(Alwi nanti makannya, kalau mau makan di luar kalau tidak ibu ambil kuenya)

Murid (Alwi) : Menyimpan makanannya

Data 5 is a speech act expressive im-criticism which is marked with ikata nanti eating. The words nanti food delivered by the speaker are utterances criticizing. If the word is rubbed in later, the meaning will change, then the idea that will be uttered by the Teacher will not match the meaning in his speech. The expressive speech acts that he utters show dislike of student actions that are not in accordance with the rules when learning. The word later also has a meaning, namely wait, where the speaker tries to prohibit the speech partner from taking an action at that time. From the data above, it can be seen from the psychopragmatic kajin, which is the basis of the analysis through the language used, when viewed based on the situation in the context of the speech, it can be seen that the speech conveyed by the speakers in the above speech uses casual speech. When viewed from the psychological context, when the speech occurs, the psychological condition of the speakers at that time is good, and there is a reaction to a change in attitude when the speaker is reprimanded, so this also has an impact on the psychological development of the speech partners.

(Data 6) Guru : Dani, Dani beko Itu dulu caliak ka muko Murid (Dani) : Iya bu

Data 6 is an expression of im-critical expressive speech act marked with ikata beko. The word beko which is conveyed by the speakers is a critical speech. The meaning contained in the speech above is referential meaning, because the speech conveyed directly refers to what the speaker wants to criticize. If the word beko is cleared its meaning will change, then the ideas that will be uttered by the Teacher will not match the meaning in the speech. Expressive speech acts criticizing what he utters shows displeasure from student actions that are not in accordance with the rules when learning, but if viewed from the contextual meaning, the word beko is the meaning of the word later or wait.

Based on the data above, when viewed from the psychological context, when the speech occurs the speaker's psychological condition at that time is good, so this also has an impact on the psychological development of speech partners where when the speech occurs the speaker is in the classroom with speech and speech partners. what was delivered can make the speech partner feel guilty for what he did, the speaker tries to provide an explanation to the speech partner with a polite impression so that the speech partner does not feel too judged, so that the speech conveyed by the speaker can still be well received by Mita, he said.

Expressive speech acts are an expression of a speaker's feelings that a speaker feels in relation to certain circumstances. From the research results, data findings and data analysis on the teachers of SLB Negeri 1 Padang during the learning process found expressive speech acts. The speech act was found based on the focus of the problem that was stated in the introduction chapter. Based on the research findings, the form of speech acts found in the teachers of SLB Negeri 1 Padang during the learning process were expressive speech acts form of praising, saying thank you, and criticizing. Those acts that have the most ideas are found, namely those of praising speech.

The meaning of speech is the purpose or content of a speech. So, in the speech delivered by everyone, there will be meaning in it, so that the interlocutor can understand the meaning of the speech. Based on the research findings of the SLB Negeri 1 Padang teacher, referential meanings were found during the learning process, because the speech delivered has a meaning that is directly related to the reference indicated by the word uttered by the speaker. The referential meaning conveyed in the speech can be seen from the words mada, good and smart. From these words, it can be seen that the word mada means naughty or does not want to be told, so that speakers say the word to criticize the speech partner, the speech conveyed by the speaker can be directly accepted by the speech partner, they immediately understand the meaning of the speech conveyed by the teacher. Referential meaning can also be seen from the word good. The good word was conveyed because the speaker felt happy to see the speech partner able to carry out the activities that had been ordered, so when the teacher delivered the good word the speech partner immediately understood and accepted it happily.

Children with special needs are children who have special needs, so in the learning process the teacher is very careful in conveying his speech, because the level of understanding of these special schools (special schools) children is different. As a teacher, speakers try to keep their children's psychological development well, because speakers also don't want the speech partners to be psychologically disturbed by the speech they convey. This can be seen from the results of the research that has been done. The speech conveyed by speakers can be studied in psychopragmatic studies.

In the psychopragmatic study, it can be seen from the psychological context of the speakers and speech partners. When the speech occurs, the speaker's psychological condition at that time is good, so this also has an impact on the psychological development of the speech partners. Speakers convey their speech in a kind, polite and friendly way, so that this also has an impact on the psychology of the speech partner, with the speech delivered by the speaker, the speech partner feels happy and also feels loved and appreciated by the speaker.

From the research results, it can be seen that the context of the speech that occurs can be seen in terms of time, participants, objectives, form of speech, tone, language used and the form of speech delivered. The situation that occurs when the speech occurs is in the morning when the teacher is teaching. Participants in the above speech are teachers who teach at SLB Negeri 1

Padang as speakers with speech partners, namely students. The purpose of the speech delivered is to give praise, criticism and also gratitude to students. From the speech found in the teacher during teaching and learning, the speech is delivered directly when the speaker is teaching students. The tone is relaxed and uses the instrument orally with the form of delivery, namely narration. The forms of expressive speech used by teachers when teaching are as follows.

The speech act of praising means expressing appreciation for something that is considered good, beautiful, brave, and so on. This speech act aims to give appreciation or appreciation to the interlocutor. From the results of the data analysis, it can be seen that the SLB Negeri 1 Padang teacher performs expressive speech forms praising the students during the teaching and learning process, while the form of speech conveyed by the teacher is through words "*Dani coba ulangi, ya bagus begitu*". From the speech, it can be seen that the speaker conveyed a speech that contained praise to his speech partner, the praise was conveyed because the speech partner could do what the speaker ordered. During the learning process the teacher tries to speak utterances that can give appreciation to children with special needs, from the speech conveyed by the teacher, it is hoped that the children's enthusiasm for learning will increase, and from the speech conveyed by speakers it can improve children's psychological development because the speech conveyed uses language easily understood by the child.

The teacher's speech act of gratitude is also spoken during the teaching and learning process. The teacher speaks by thanking the students. The form of speech conveyed by the teacher is through words "*tepuk tangan untuk Bayu, terima kasih Bayu*". From the speech, it can be seen that the teacher used the utterance to thank the speech partner, because the speaker had the courage to come forward to read the results of the story he had written. The purpose of this speech is to give gratitude for what the speech partners have done to the speakers, so the results of the research show that the teacher thanks the students for taking the time to share their stories or experiences in front of the class.

A critical speech act means considering the merits of an art, considering (by showing what is good and what is wrong and so on) of a work, action or thing. The form of critical speech uttered by the speaker, namely "*eh suaro, mada*". From the speech, the speaker conveyed a speech containing criticism of the actions taken by the speech partner while studying in class, because the speech partner did not listen to what the speaker was explaining, and the speakers were also angry with the speech partner because they did not want to be prohibited by speakers at the time of the lesson. This speech act aims to correct mistakes of speech partners in the future. This can also be seen from the speech conducted by the SLB Negeri 1 Padang teacher, the teacher also uses critical speech during the teaching and learning process. The form of criticism used by the teacher is criticism that prohibits students from doing things that are prohibited when learning in class.

The meaning of speech is the purpose or content of a speech. So, in the speech delivered by everyone, there will be meaning in it, so that the interlocutor can understand the meaning of the speech. Based on the research findings of the SLB Negeri 1 Padang teacher during the teaching and learning process, referential meanings were found, because the speech delivered has a meaning that is directly related to the reference indicated by the word uttered by the speaker. The referential meaning that is conveyed in the speech can be seen from the word *mada*, *bagus* and *pintar*. From the word it appears that the word *mada* it means naughty or does not want to be told, so the speaker utters the word to criticize the speech partner, the speech conveyed by the speaker can be directly accepted by the speech partner, students immediately understand the

meaning of the speech delivered by the teacher. Referential meaning can also be seen from the word *bagus*. *Bagus* is conveyed because the speaker feels happy to see the speech partner can do the activities that have been ordered, so when the teacher delivers the good word the speech partner immediately understands and accepts it with pleasure.

5. CONCLUSION

Based on the findings from the research and analyzed, it can be concluded that first, the expressive speech acts of the SLB Negeri 1 Padang teacher during the learning process, there were forty expressive speech act forms found in the teachers of SLB Negeri 1 Padang during the learning process, namely the said praising, which contains praise conveyed by the speaker to his speech partner. The speech act of expressing gratitude, this speech is a form of gratitude for the speaker for what the speech partner has done, because the speech partner is willing to do what the speaker instructs. Criticizing speech acts, is a form of speech that contains criticism of the actions taken by the speech partner.

Second, the meaning contained is referential. The referential meaning conveyed in the speech can be seen from the words mada, good and smart. From the speech delivered by the speakers, the speech is directly addressed to the speech partner and can be accepted by the speech partner, they immediately understand the meaning of the speech delivered by the teacher.

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