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## Politeness Strategy Used in 10th Grade Students' Anecdote Text

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**Abstract**-This research was aimed to find out the types of politeness strategy that is used by 10<sup>th</sup> grade students to express criticism towards public issues through an anecdote text as well as the implication on the teaching and learning process of anecdote text in SMK TI Bali Global Jimbaran. There were fifteen anecdote texts analyzed in this research and they were collected through a writing test conducted in a 10<sup>th</sup> grade class in SMK TI Bali Global Jimbaran. The data were classified and analyzed based on the politeness strategy theory proposed by Brown and Levinson (1987) and ethnography of communication theory proposed by Hymes (1973). The result of the analysis shows that from the fifteen anecdote texts collected, there were only two types of politeness strategy found to be used in expressing criticism, they are bald *on record* strategy and *off record* strategy. There are ten anecdote texts composed by the students found using bald *on record* strategy, while the other five anecdotes using *off record* strategy in expressing criticism towards public issues. In other words, more students still used the more risky way of expressing criticisms, therefore it is important for the teacher to choose or design a better model of learning which can improve the students' pragmatic competence.

**Keywords:** Anecdote text; politeness strategy; writing skill

### I. INTRODUCTION

Pragmatic competence has been acknowledged to be one of the most important competences to be mastered in order to achieve the goal of communication. Therefore, pragmatic is often considered essential to be taught in language teaching and learning process that includes how one could utter specific utterance in certain circumstances. In other words, in teaching or learning language, student is not only taught about how the language works grammatically or semantically, but also how to use the language appropriately considering context of situation and politeness strategy.

In Indonesian 2013 curriculum, especially for the Indonesian language subject, pragmatic competence is taught through text.

One type of text taught in classroom for this subject is anecdote text. Anecdote text as a text that at the same time contains humor and criticisms towards public issues or public figure (Kementrian Pendidikan dan budaya, 2013). The aim is to express criticism yet expressing it in the most polite way through humor. Therefore, it can be concluded that an anecdote is a text full of implicit meaning which aimed to criticize yet covered by humor to make it as polite as possible. By learning how to produce an anecdote, students are expected to be able to express criticism in appropriate way. In other words, through anecdote, the students are taught about politeness, context of situation and other pragmatic competences indirectly. These competences are very essentials in achieving the goal of communication in real life as aforementioned above.

Anecdote text as a text compulsorily taught in Indonesia subject has become a topic interesting to discuss in research. For example, two previous researches conducted by Rahmayanti and friends (2015) and Warni (2018) that focused on figuring out the difficulty faced by students in learning anecdote texts. The results of the two researches show that students tend to face difficulty in determining or differentiate humor from anecdote or to combine humor with criticism to make it as polite as possible. Some other previous research on teaching and learning process of anecdote text, such as the one conducted by Rahmayanti and friends (2015) and Warni (2018), mainly aimed to find out the difficulties faced by teacher and students in teaching and learning anecdote text or to propose the method or technique of teaching that may overcome the difficulties. However, there were no previous research aimed to solve the problem in the teaching and learning process of anecdote text by firstly considering or analyzing the linguistic features possessed by an anecdote that may be the cause of those problems (Rahmayanti, Martha, & Wisudariani, 2015; Warni, 2018).

This research was conducted in order to propose an approach that may be suitable to be used in teaching anecdote text to 10<sup>th</sup> grade students by firstly analyzing one of the linguistic features possessed by an anecdote that is politeness. As aforementioned above, an anecdote is a text which is aimed to criticize something yet expressed through humor to make it as polite as possible. Politeness is an essential part of an anecdote that in order to create or produce a good anecdote text, it is important for the students to be able to choose the most appropriate yet effective politeness strategy to deliver the criticism they want to express. A failure in choosing the appropriate politeness strategy would only make the anecdote composed did not work as it should. Therefore, before proposing an approach or methods that may be suitable in the teaching and learning process, analyzing the types of the politeness strategies used by the students in composing an anecdote is important to be conducted since it is importance to see the students' understanding in choosing the appropriate politeness strategy in composing an anecdote.

In conclusion, this research was aimed to find out the types of politeness strategies used by 10<sup>th</sup> grade students' anecdote text and propose an approach that suitable to be used in

teaching and learning process as the implication of the results of the analysis of politeness strategies used by the students. By analyzing the politeness strategy used by the students, it is hoped that this research could help future researches on improving students' skill of writing anecdote text as well as providing an approach that can be used to improve the students' pragmatic competence.

## II. METHODS

This research is a qualitative research. The source of the data used in this research is anecdote texts composed by the 10th grade students in SMK TI Bali Global Jimbaran. There were twenty five texts collected from the students through a writing test conducted, however there are only fifteen texts were considered as anecdote based on the topic of the text as well as the structure and language features of anecdotes. Those anecdotes were then classified based on the politeness strategy used in expressing criticisms in the anecdote. In analyzing the data, theory of politeness strategy proposed by Brown and Levinson (1987) as well as theory or ethnography of communication proposed by Hymes (1972) were used (Brown & Levinson, 1987; Hymes, 1972). The results were then presented qualitatively.

## III. RESULTS AND DISCUSSION

The results and discussion in this research is presented qualitatively based on the two problems designed in this research. Those are the types of politeness strategy used in the 10th grade students' anecdote text as well as its implication on the teaching and learning process of anecdote text for 10th grade students in SMK TI Bali Global Jimbaran.

### **Types of Politeness Strategy Used in 10<sup>th</sup> Grade Students Anecdote Text in SMK TI Bali Global Jimbaran**

Politeness strategy as strategy used to maintain one's face or self-image in communication since it is possible that one does a face threatening act (FTA) or acts that threaten one's face though it is in every participant's interest to avoid FTA (Brown & Levinson, 1987). They further classify four politeness strategies can be used in communication in order to avoid or minimize the threat may occur in interaction. Those strategies are (a) bald on record, (b) positive politeness, (c) negative politeness and (d) off record strategy.

Criticism is a type of act that most likely would threaten one's face. Therefore, it is important to be able to choose the correct strategy in expressing criticism so that the threat caused would be minimized. Anecdote text is actually a way in which one could express criticism without threatening the other's face. But still, in order to do so, one should choose the most appropriate politeness strategy in accordance to the context of situation used. In this research, the anecdote texts composed by the 10th graders in SMK TI Bali Global Jimbaran were analyzed based on the type of the strategies used in expressing criticism. According to the analysis conducted, only two types of politeness strategies (Brown & Levinson, 1987) were used by the students to

express criticism in their anecdote text. Those strategies were bald on record strategy and off record strategy. Below are the results of the analysis.

*Bald on Record Strategy*

Bald on record as an act which is brief, avoiding ambiguity, and do not communicate more than is required, thus no concern for face wants is expressed (Brown & Levinson, 1987). In other words, the speaker does not hide any other interpretation or meaning behind his utterance. From the fifteen anecdotes composed by the 10th graders in SMK TI Bali Global Jimbaran, there are ten anecdote texts classified using this strategy in expressing criticism.

**Table 1**  
Utterances in 10<sup>th</sup> Grade Students' Anecdote Text Considered Using Bald on Record Strategy

Number	Utterances Considered Reflecting the Use of Bald on Record Strategy
1	<i>Menurut saya hukum di negeri ini sangat tidak adil / In my opinion, the justice system in this country is extremely unfair.</i>
2	<i>Enak sekali ya orang-orang yang bekerja di ruangan ber AC itu, dengan mudah bisa keluar negeri, dengan mudah menaikkan harga BBM tanpa melihat rakyat jelata / How wonderful the life of the functionaries who work in those full-air conditioned office is, they can easily go abroad, as well as easily raise the price of fuel without considering the people</i>
3	<i>Kasihannya rakyat yang sengsara karena punya pemimpin yang makan uang rakyat / Pity the people who are miserable because of having such corrupt leaders</i>
4	<i>Saya berharap negara ini bisa bertindak adil kepada rakyatnya / I hope that this country can treat its people fairly</i>
5	<i>Seharusnya pemerintah melirik daerah kita karena masalah sampah ini cukup serius / The government are supposed to pay attention to our district, since this garbage problem is serious.</i>
6	<i>Iya kondisi jalan mulai macet sedangkan janji pemerintah tidak terwujud sama sekali! / The traffic starts getting jammed while the government's promises is not realized at all!</i>
7	<i>Bagaimana pengusaha kecil mau berkembang jika selalu disaingi oleh pengusaha besar? How could the small businesses develop if they are always being rivaled by large companies?</i>
8	<i>Saya sangat prihatin dengan anak muda jaman sekarang, mereka masih duduk di bangku sekolah tapi justru sudah pacaran dan membuat status alay di sosmed miliknya / I fell so pity to the kids of today's generation, they are still students yet have had romantic relationships and keep posting inappropriate status on their social media.</i>
9	<i>Aku kecewa sama cara kerja pejabat tahun ini, begitu tidak becus, para pejabat kerjanya tidak memikirkan, tidak pakai logika dulu / I am so disappointed with the way our functionaries and officials work, seemed like they don't think, not using their logic.</i>
10	<i>Saya prihatin dengan sepak bola di Indonesia, di luar negeri sepak bola nyari skor, di negeri kita nyari nyawa, saya gak ngerti / I am concerned with Indonesian football game, in foreign countries, football game is aimed to gain scores, in this country it is aimed to take lives, I don't understand.</i>

Below is an example of anecdote text composed by 10th graders in SMK TI Bali Global Jimbaran that uses Bald on Record Strategy in expressing criticism.

*Hukum yang Tidak Adil*

*Pada suatu malam ada dua orang pemuda sedang nongkrong dan minum kopi di sebuah warung kopi.*

*Surya : "Bro, kamu tau gak berita di tv tentang orang yang mencuri sandal di hukum penjara 2 tahun?"*

*Krisna : "Oh ya saya tau."*

*Surya : "Bagaimana menurut kamu hukum di*

*negeri ini?"*

*Krisna : "Menurut saya hukum di negeri ini sangat tidak adil"*

*Surya : "Lho kenapa begitu?"*

*Krisna : "Karena kenapa orang yang hanya mencuri sandal di hukum dua tahun penjara, sedangkan orang yang memakan uang rakyat hukumannya dapat ditinggalkan"*

*Surya : "Saya sangat setuju dengan pendapatmu"*

*Krisna : "Mari Bro, saya mau pulang dulu"*

*Surya : "Oh, ok, saya juga mau pulang"*

Before analyzing the type of politeness

strategy used to express criticism in the text above, it is important to analyze the context of situation of the text. The analysis on context of situation the above text is conducted by using the ethnography of communication theory proposed by Hymes (1972) (Levinson, 1983; Putrayasa, 2014) with his idea of SPEAKING which stands for (1) setting and scene, (2) participants, (3) ends, (4) act of sequences, (5) keys, (6) instrumentalities, (7) norms, and (8) genre. Briefly discussed, the conversation between the participants takes place at a stall, at night. There are two participants involved, two young men named Surya and Krisna. The topic of the conversation, as reflected in its title, is injustice law in their country. The aim of the conversation is to express criticism towards a public issue in real life that is injustice law. The conversation is conducted by using informal style of Indonesian language.

By analyzing the context of situation of the conversation occurred between the participants, it can be concluded that the message that the writer of the text wanted to deliver to the readers is criticism he expressed to the government for the unfair justice system which has been become a serious issues faced by the country. Through the utterance uttered by Krisna "*Menurut saya hukum di negri ini sangat tidak adil*" or "*In my opinion, the justice system in this country is extremely*

*unfair*" the writer directly express his criticism to the government. This utterance, by considering at the aim of the conversation, is indeed uttered to directly express criticism without hiding any other interpretations or implied meanings to its readers. By doing this, this text is concluded using bald on record strategy in delivering the message the writer intended.

#### Off Record Strategy

Off record strategy is considered as the safest strategy to be used in which the more dangerous a face threatening act is, the more will the speaker tend to choose a high numbered strategy to safe the interlocutors' face (Brown & Levinson, 1987). By using this strategy, it is not possible to attribute only one clear communicative intention to the utterance uttered, or in other words the use of this strategy will possibly deliver an ambiguous message to the hearer. The meaning of the utterance will then be left up to the hearer to infer the implicated meaning. This strategy minimizes the threat to the hearer's face yet the speaker risks being misunderstood and fails to communicate. In the anecdote text composed by the 10th graders in SMK TI Bali Global Jimbaran, there are five uses of off record strategy found. Below are the utterances considered using off record strategy.

**Table 2**  
Utterances in 10th Grade Students' Anecdote Text Considered Using Off Record Strategy

Number	Utterances Considered Reflecting the Use of Off Record Strategy	
1	Tahanan (Prisoner)	: <i>Apa yang kamu lakukan sehingga masuk kesini/</i> What did you do so that you become a prisoner?
	Nelayan (Fisherman)	: <i>Aku memancing dengan menggunakan bom ikan /</i> I was fishing by using bombs
	Tahanan (Prisoner)	: <i>berarti hukumanmu hanya sebentar?/</i> So, you got short sentence?
	Nelayan (Fisherman)	: <i>tidak, aku dijatuhi hukuman seumur hidup /</i> No, I got a life sentence <i>kenapa?/</i> Why?
	Tahanan (Prisoner)	: <i>setelah saya membom ikan, yang terapung bukan hanya ikan melainkan dua penyelam /</i> Because right after I dropped the bomb, not only the fish that came out of the water, but two dead body of divers.
2	Joko	: <i>"Wah hujan-hujan gini jadi daerah sini airnya semakin tergenang ya? /</i> This rainy days, this area is getting flooded
	Tono	: <i>"Iya nih, liat air tergenang kayak gini jadi ingat janji-janji pemimpin nih"/</i> Yeah, seeing this stagnant water reminds me of the policymakers' promises.



	Polisi (Policeman)	:	"Apakah saudara tau kesalahan saudara? / Do you know what the traffic violation that you did?"
	Pemuda (A young man)	:	"Saya tau Pak, saya tidak menggunakan helm" / I know, Sir. I am not wearing helmet
	Polisi (Policeman)	:	"Boleh saya cek surat-surat anda?" / May I check your documents?
3	Pemuda (A young man)	:	"Ini STNK, SIM, beserta uang 50.000 saya Pak" / These are my vehicle registration, my driving license, and a fifty thousand banknote, Sir.
	Polisi (Policeman)	:	"baik, saya kembalikan STNK dan SIM saudara, tapi 50.000 nya saya sita, silahkan anda boleh lewat" / Well, I'll return the vehicle registration and your driving license, but I will confiscate the banknote. Please proceed.
	Pemuda (A young man)	:	"Terima kasih, Pak" / Thank you, Sir
	Perampok (Robber)	:	"Serahkan uangmu!" / Hands us your money!
4	Pejabat (An Official)	:	"Kalian tidak tau siapa saya! Saya adalah pejabat negeri" / You have no idea of who I am! I am an official of this country
	Perampok (Robber)	:	"Ooh, ternyata kamu perampok sesungguhnya! Kembalikan uang kami! Dasar tikus!" / Well then, you are the real robber! You give us our money back! You, Rat!
	Rizki	:	"Eh, kalau kamu butuh kayu untuk membuat rumah, dan di depanmu ada setumpuk kayu dan 10 koper uang, mana yang kamu pilih?" / Hey, if you need woods to build a house, and right in front of you there is a pile of wood and ten chests of money, which one do you choose?
5	Dani	:	"Tentu saja kayu, kan saya butuh kayu" / Of course I will choose the pile of woods, I need the woods right?
	Rizki	:	"Kalau saya lebih baik memilih uang" / If it were me, I will take the money.
	Dani	:	"Lho, kok?" / How come?
	Rizki	:	"Karena mencuri uang lebih ringan hukumannya daripada mencuri kayu" / Because stealing money will cause lighter sentence than stealing a pile of woods.

Below is an example of anecdote text composed by 10<sup>th</sup> graders in SMK TI Bali Global Jimbaran that uses Off Record Strategy in expressing criticism.

<sup>(1)</sup>Suatu malam seorang nelayan baru saja dijebloskan ke dalam penjara. <sup>(2)</sup>Seorang tahanan bertanya kepadanya.

Tahanan : <sup>(3)</sup>Apa profesimu sebelum datang kesini?

Nelayan : <sup>(4)</sup>Aku seorang nelayan

Tahanan : <sup>(5)</sup>Apa yang kamu lakukan sehingga masuk kesini?

Nelayan : <sup>(6)</sup>Aku memancing dengan menggunakan bom ikan

Tahanan : <sup>(7)</sup>berarti hukumanmu hanya sebentar?

Nelayan : <sup>(8)</sup>tidak, aku dijatuhi hukuman seumur hidup

Tahanan : <sup>(9)</sup>kenapa?

Nelayan : <sup>(10)</sup>setelah saya membom ikan, yang terapung bukan hanya ikan melainkan dua penyelam

Tahanan : <sup>(11)</sup>????

Before analyzing the politeness strategy used in the text above, it is essential to analyze the context situation of the conversation between the two participants in the text in order

to know the aim of the text as well as whether or not there is an underlying message that the writer wanted to deliver through the participants' utterances. According to Hymes (1972) (Levinson, 1983; Putrayasa, 2014) with his ethnography of communication theory, there are eight aspects that contributes to context of situation, namely (1) setting and scene, (2) participants, (3) ends, (4) act of sequences, (5) keys, (6) instrumentalities, (7) norms, and (8) genre. The conversation in the anecdote text above happened in a jail, as mentioned in the first sentence of the text, and involving two participants, a fisherman and a prisoner. The two participants had a conversation about what the fisherman did so that he became a prisoner. From the 6<sup>th</sup> to 10<sup>th</sup> sentences of the text it can be inferred that the fisherman became a prisoner because he used bomb to fish. The use of the bomb did not only harm the fish but also killed two divers which happened to be diving where the fisherman dropped the bomb. Therefore the fisherman got a life sentence. The text above tells the readers about how dangerous blast fishing is to the environment as well as to humans. In other words, there is more than just a story of a fisherman who got a life sentence because of blast fishing that the writer wanted to tell, but there is another message that he wanted to deliver that is how dangerous is blast fishing.

By telling the story in such way, the writer also hides another implication through the utterance of the participants. The writer criticizes the use of fish bombs or blast fishing without pointing finger directly to the fisherman who uses it, instead he tells a story of a fisherman who had to be sentenced for life because of his action of doing blast fishing. In conclusion, by hiding his true intention, that is to criticize blast fishing, behind a story of blast fishing, the writer of the anecdote text above is considered using off record strategy. The use of this strategy would minimize the threat of the criticism that the writer wanted to express since there was no utterances uttered in the conversation that express the criticism directly or blaming some specific fishermen directly in the text.

### **The Implication of Teaching and Learning Anecdote Text for 10<sup>th</sup> Grade Students in SMK TI Bali Global Jimbaran**

2013 curriculum is designed as a text-based curriculum which aims to improve the students' language skills not only for the need of classroom activities but also the need of real life communication in the society. The ability to communicate in real life communication must not only come from knowledge on how to pronounce a word, or how to build up a sentence but also how to produce an appropriate utterance in a certain context of situation. It means that in learning language, students should not only be taught to improve their competence in morphology, syntax or semantics. Language teacher should help the students to improve their pragmatic competence since it is essentials in real life communication. In accordance with the importance of pragmatic competence in real life communication, 2013 curriculum for Indonesian subject is designed to fulfill the aim of learning a language that is to use it in real life communication.

As aforementioned earlier, anecdote text is a type of text taught for the 10th grade students in 2013 curriculum for Indonesian language subject. It is defined as a type of text which contains humor as well as criticism towards public problems or public figures (Kementrian Pendidikan dan budaya, 2013). In other words, anecdote can be a way of expressing criticism without threatening someone's face. This type of text would be a perfect media to teach students of how to express the ideas especially criticism in real life communication. However, based on the analysis conducted above, in expressing criticism through anecdotes, most students still

use Bald on Record Strategy which is a direct, brief, and hiding no other interpretation way of saying something, without considering face wants. This strategy is risky to be used in expressing criticism. Based on, the analysis conducted, it is important for the teacher to choose an appropriate approach as well as design a learning model that may improve the students' competence in using politeness strategy or to improve their pragmatic competence.

There are three different terms in theory of teaching (Anthony, 1963). Those are approach, method, and technique. He defines approach as a group of hypothesis related to the type of language learning and teaching. While Richards and Rogers (1986) define approach as an assumption related to the nature of language and the nature of language learning and teaching itself (Richard & Rodgers, 1986). Method as the general plan of the process of language teaching and learning while technique is the specific activities conducted in the classroom. Anthony (1963) further adds that approach, methods, and technique used in a teaching and learning process should be in line an related to each others (Anthony, 1963).

An approach in language teaching and learning which commonly used to improve the students' awareness of context of situation or their pragmatic competence is pragmatic approach. Pragmatic approach in language teaching as teaching language that is conducted by considering the pragmatic factors that is context of situation which consists of the people involved in a conversation, the time and place where the conversation occurred, the topic of the conversation, the aim of the conversation as well as the media used in the conversation (Sudaryanto, 1996). It means that, in using pragmatic approach, a teacher will teach a language to the students by considering the context of situation when and where the language is used. Pragmatic approach gives a great contributions in achieving the goal of Indonesian language learning process since (1) it prioritize the use of language based on communicative event, (2) it aims to improve the four language skills, (3) it does not only pay attention to structures but also appropriateness use of language in context of situation, (4) it gives opportunity for the students to train themselves to use the language in relation to real life communication, (5) pragmatic approach enables the integration some of language skills comprehensively, and (6) pragmatic approach aims to realize the

language communicative function maximally (Hanifah, 2011). By considering the advantages that may occur in using pragmatic approach, it can be concluded that pragmatic approach is considered suitable to be used in order to improve the students' pragmatic competence so that they could use the most appropriate politeness strategy in composing anecdote text.

#### IV. CONCLUSION

Based on the analysis conducted, there were only two types of politeness strategy used by the 10<sup>th</sup> grade students in SMK TI Bali Global Jimbaran in expressing criticism through anecdote text. Those strategies are bald on record strategy and off record strategy. There was no use of positive politeness strategy of negative politeness strategy found in the anecdotes collected. Based on the anecdote texts composed by the students, it can be concluded that the use of bald on record strategy in expressing criticism is highly risky and would likely threaten the interlocutors' face, while the use of off record strategy in expressing criticism would likely minimize the threat. However, from the fifteen anecdote texts collected, more students were using bald on record strategy, in which ten anecdotes were found using bald on record strategy while only five anecdotes were found using off record strategy. In order to improve the students' skill in writing anecdotes, especially in using the appropriate politeness strategy, pragmatic approach is considered as a suitable approach to be used in the teaching and learning process since this approach enables the students to improve their pragmatic competence.

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