

Pragmatic Functions of Perlocutionary Act in F-3 Leveled Reading Book

Anna Ardiyani Musriyono^{1✉}, Rustono² & Sigit Saptono²

¹ Universitas Kristen Satya Wacana Salatiga, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

July 2018

Accepted:

August 2018

Published:

December 2018

Keywords:

F-3 leveled reading book,

perlocutionary act,

pragmatic function

DOI

<https://doi.org/10.15294/jpe.v7i3.24516>

Abstract

Perlocutionary act is a speech act spoken by a speaker to influence the interlocutors and can be found in the communication process. One form of communication process can be found in conversations between the characters in story from children's reading books. Perlocutionary act is uttered with different pragmatic functions according to the context of the speech. The objectives of this research are (1) to describe the functions of perlocutionary act in F-3 leveled reading book, and (2) to determine the dominant perlocutionary act function in F-3 leveled reading book. The research approach used in this research was pragmatic approach and qualitative descriptive approach. The data collection was conducted by using observation method with recording technique. After the data have been analyzed using heuristic method, the result of the research shows that (1) 12 perlocutionary acts are found in F-3 leveled reading book with five kinds of functions, which are the function of relieving, persuading, convincing, attention-grabbing, and scaring and (2) the most dominant perlocutionary act function in F-3 leveled reading book is relieving function with total seven speeches. This research is expected to give contributions to the academic study, especially in the field of pragmatic study.

© 2018 Universitas Negeri Semarang

✉ Correspondence address:

Diponegoro 52-60 Salatiga, Jawa Tengah, 50711

E-mail: annardiyani026@gmail.com

[p-ISSN 2252-6404](#)

[e-ISSN 2502-4515](#)

INTRODUCTION

Language is an important component of communication. Not only in communication between individuals, but also communication within a country. This notion can be seen in the function of Indonesian language as a unifying tool of society with different social and cultural backgrounds (Sari, 2015). With Indonesian language or a specific language that has been collectively agreed, people from various regions can convey their message without any misunderstandings because of differences in socio-cultural background. From the description, it is obvious that language is a tool in the communication process. In addition, a language contains rules that govern the way of how someone speaks in order to maintain its user's interpersonal relations (Safrihady & Mardikantoro, 2017).

Speech situation and speech act occur in the communication process. The speech situation is a situation that causes speech (Rustono, 2017). A speech situation consists of several components. They are speaker and interlocutors, speech context, speech objectives, speech act as a form of action or activity, and utterance as a product of verbal action. The speech act process is determined by the context that accompanies the utterance (Umaroh & Kurniawati, 2017). Speech act, which is an analysis unit in pragmatic field, is an activity of making an utterance in certain conditions that represent an action. Pragmatics is a branch of linguistics that examines the interrelationships between speech functions and speech forms. Speech act determines the purpose of an utterance uttered by the speaker.

Language also plays an important role in the world literature because during the development of literary world there are many other languages that can be learned and used as a useful knowledge (Yuliarti, Rustono, & Nuryatin, 2015). Children's literature as a part of literature is an imaginative visualization of child's life as outlined in the form of child's language structure (Yuliana, 2015). The characteristics of children's literature language are different from

those of literature for adults. The vocabulary, language structure, and phrases used in children's literature are simple (Nurgiyantoro, 2013). One form of children's literature is children's reading books. Children's reading books have power to shape children's character through their stories (Neina, Mardikantoro, & Supriyanto, 2015; Nurgiyantoro, 2010). The example of children's reading books that have been widely distributed is leveled reading books published by Literasi Anak Indonesia Foundation.

The leveled reading book is disseminated in 2016 to 13,000 selected Elementary Schools in 9 provinces in Indonesia by USAID (USAID, 2017). This book is arranged based on children's language development and consists of six levels, from level A to F. Of the six levels available, the F-3 leveled reading book is a F grade-level reading book which is intended for children in grade II to III of Elementary School who have been able to read the most complex story which involves characters most wide in it. The F-3 leveled reading book consists of three books. The title of the three books are *Kakek Melaut Lagi*, *Delima di Pasar Ikan*, and *Rumah Pohon Kami*.

In those books, there is communication in the form of utterance between the author, the reader and intercharacters communication in the presented story. The number of utterances in F-3 leveled reading book is more than in any other levels of leveled reading book. An utterance can be analyzed using pragmatic analysis (A'yuni & Parji, 2017). In conducting pragmatic analysis, a researcher should consider the context as a basic consideration to explain the meaning of utterance in order to use language during communication (Mafaza, et al. 2018).

This research examines pragmatic function of perlocutionary speech act and its dominance in F-3 leveled reading book. The perlocutionary speech act is a speech act which is uttered in order to make the interlocutors affected by the content of the utterance. Leech (1983) in Rustono (2017) argues that some verbs that mark and simultaneously become a pragmatic function of perlocutionary speech act is persuading, cheating, encouraging, irritating, scaring, pleasing, relieving, humiliating, attention grabbing, etc.

The research on speech act had been widely done before but most of the researches discuss illocutionary act and politeness act such as research conducted by Alviah (2014), Ariyanti & Zulaeha (2017), Lestari & Indiatmoko (2016), Nur & Rokhman (2017), Fahmi & Rustono (2018), and Pamungkas, Rustono, & Utanto (2018). The previous research about perlocutionary act had been done by Sendilatta (2013) which data was taken from *Garuda di Dadaku's* movie dialogue and found 8 perlocutionary form in it. Musyafir (2015) also conducted research on perlocutionary act in a short stories anthology entitled *Bibir* by Bakdi Soemanto. The research shows that speech acts used in the short story are representative speech act, commissive, directive, expressive, and declaration speech act. Furthermore, Nur & Sabardila (2016) examined the type and function of perlocutionary speech acts in learning Indonesian language. The research finding shows four types of perlocutionary speech acts and two functions of perlocutionary speech acts.

The three studies show that research on perlocutionary acts in children's reading books are still rarely conducted. In addition, pragmatic functions of perlocutionary acts are also rarely done. Therefore, this study aims to find and analyze the function of any perlocutionary acts found in F-3 leveled reading book and to determine the dominant function of perlocutionary acts in F-3 leveled reading book.

METHODS

The theoretical approach of this research was pragmatic approach which was used to discover the explicit or implicit meaning of an utterance. The methodological approach used in this research was qualitative approach because the data in this research were not in form of numbers yet, the story fragments in F-3 leveled reading book which are suspected containing perlocutionary act. This research is conducted through three stages of research proposed by Sudaryanto (2015). These stages consist of providing data, analyzing data and presentation of the data analysis results.

This research data were obtained from F-3 leveled reading book consisting of three books with the title of *Kakek Melaut Lagi*, *Delima di Pasar Ikan*, and *Rumah Pohon Kami*. These three books from F-3 level are chosen because this level is the highest level and the story is quite complex that provides many utterances to be analyzed. This book is still classified as newly used in some elementary schools, so there has not been much research done related to leveled reading book. In addition, the book is used by many elementary schools scattered in various regions of Indonesia and contains good moral values for children.

The data collection method used in this study was observation method with advanced technique of writing technique. Notes were taken on the data card to make the process of data analysis becomes easier for researcher. To get a valid research result, the researcher discussed the obtained data with colleagues. In addition, researcher increased the persistence by double checked the obtained data, read books and relevant studies. Heuristic method was used in this study to identify the pragmatic power of an utterance by generating hypotheses, and those are tested based on available evidences (Leech, 1983). If the test fails, then a new hypothesis is created to be tested again from the beginning.

RESULTS AND DISCUSSION

After analyzing the data in the F-3 leveled reading book, 12 utterances classified as perlocutionary act were found. The pragmatic functions found are relieving function, persuading, convincing, attention-grabbing, and scaring function.

Relieving Function

The perlocutionary acts with relieving as the pragmatic function in *Kakek Melaut Lagi* are stated as follows:

(1) Context:

Grandpa tried to calm all family members down. He convinced them that he would be okay if he went to the sea in bad weather because he is

an experienced fisherman. For him, the high waves are not a big problem.

“Sudahlah! Jangan mengkhawatirkan aku lagi. Aku sudah menjadi nelayan lebih dari empat puluh tahun. Sejak umur dua belas tahun Aku sudah melaut. Aku bisa melindungi diri dari gelombang tinggi dan badai. Percayalah padaku!” Kakek menenangkan kami semua.

“Please stop! Don’t worry about me. I’ve been a fisherman for over forty years. I had gone to the sea since I was twelve. I can protect myself from high waves and storms. Believe me!” Grandpa calmed us all.

The utterance told by grandpa to his family is meant to relieve his family from getting worries. This intention is marked by the sentence *Sudahlah! Jangan mengkhawatirkan aku lagi.* Grandpa also added an explanation that he can protect himself from high waves and storms because he is an experienced fisherman to strengthen the reasons why his family should not worry about his seafaring. So, the utterance has a relief function.

Relieving function also appears in the following utterance.

(2) Context:

Grandpa was still angry due the condition that he could not catch fish for his family because he forgot to bring the fishing net, therefore mother tried to relieve grandfather by persuading him to go to the sea again another time.

“Sudahlah Kakek, lain kali melaut lagi,” bujuk Ibu.

“It doesn’t matter Grandpa, you can go to the sea next time,” Mother persuaded.

The utterance *Sudahlah Kakek, lain kali melaut lagi* told by Mother is a form of persuasion supported by co-text following the utterance. Viewing from the context when the utterance is spoken, the persuasion is uttered so that grandfather feels sincere over the event he missed when he left the fishing net accidentally, and stopped getting angry because he could go to the sea again another time. Therefore, the utterance does not have persuading function but relieving function.

The following discussion is relieving function found in *Delima di Pasar Ikan,*

(3) Context:

Mother was confused looking for Delima who had said goodbye to get around the market because she had finished selling. After they meet, mother advised Delima that in the next time she would not play too far that could make her mother worried and confused. Delima felt guilty and said that she would obey her advice so that mother felt relief.

“Ya Bu! Aku sudah disini,” kataku menunduk.

“Yes, Mom! I am already here,” I said while looking down.

The utterance spoken by Delima is intended to make her mother who had been confused looking for her to feel relief because they have met and next time Delima promised not to repeat her mistake. The co-text shows that Delima feels so sorry to make her mother worry.

The relieving function was also found in *Rumah Pohon Kami,* as follows.

(4) Context:

Hearing the sadness and regret of his friends, Rudi calmed his friends by reminding them that they should be grateful that Mr Yudi has lent his land to them, and Mr. Yudi as the landowner has the right to sell his land.

“Kita tidak dapat berbuat apa-apa. Tanah itu milik Pak Yudi, jadi terserah Pak Yudi mau dijual atau tidak. Kita juga tidak boleh menyalahkan Pak Yudi atau menekan Pak Yudi untuk tidak menjual tanahnya. Seharusnya kita bersyukur karena Pak Yudi mau meminjamkan tanahnya untuk kita,” saran Rudi dengan bijaksana.

“We cannot do anything. The land belongs to Pak Yudi, so it's up to Pak Yudi to sell it or not. We should not blame Mr. Yudi or force him to not sell his land. We should be grateful that Mr Yudi is willing to lend his land for us,” Rudi suggested wisely.

Based on the context that follows Rudi's utterance, the utterance is a suggestion. He suggests his friend to be grateful that Mr Yudi is willing to lend his land for them and not to blame

his decision to sell his land. However, when it is viewed from the context when the utterance is spoken, it has a purpose to relieve Rudi's friends who deplore and are sad about Mr Yudi's decision to sell the land where their tree house is located.

These are several utterances which also have relieving function.

(5) Context:

Mother was worried because Rudi came home late. When mom asked him why he came late, Rudi lied to her by telling her that he came late because he did homework with his friends at the tree house. However, actually he did not do the homework in the tree house.

"Aku di rumah pohon bersama teman-temanku mengerjakan tugas," bohongku pada Ibu.

"I was in the tree house with my friends doing our homework," I lied to Mom.

Based on the context that follows Rudi's utterance, the utterance is a lie. He was lying to his mother that he is coming home late because he was working on his homework with his friends in their tree house. The lie was uttered by Rudi to relieve his mother so he would not be scolded for coming home late.

Relieving function was also found in the following utterance.

(6) Context:

Rudi did not realize that he had been in the bathroom for a long time thinking about the fate of his tree house. He was told to quickly finish the bath. It makes Rudi immediately complete the bath and told her mother that he would finish bathing soon.

"Ya Bu, sebentar lagi! Aku sudah selesai," jawabku sambil mengambil handuk dan segera keluar.

"Yes Mom, in a minute! I am done," I answered while taking the towel and immediately coming out.

The utterance *Ya Bu, sebentar lagi! Aku sudah selesai* is spoken by Rudi to keep his mother from calling him up and scolding him for using the bathroom too long. Her mother calls him up because his father needs to use the bathroom too. Therefore, the utterance has relieving function.

The following utterance also has relieving function.

(7) Context:

The father of twins smiled at the barrage of questions from Raka about his tree house on Mr Yudi's land. Father told that he is the one who bought Mr Yudi's land, so the five little heroes could still use their tree house and father asked them to take part in supervising the fish ponds he would build there.

"Oh begitu ceritanya, maaf sebelumnya Ayah tidak memberitahu kalian. Memang Ayah sudah membeli tanah milik Pak Yudi yang di dekat sungai itu. Ayah mau menggunakannya untuk bertani dan tambak ikan. Jadi tidak ada masalah kan dengan rumah pohon kalian? Pak Yudi saja merelakan tanahnya untuk rumah pohon kalian, apalagi Ayah? Tidak ada masalah jika rumah pohon kalian masih berdiri di sana. Kalian juga bisa membantu Ayah mengawasi tambak ikan dan sawah di sana."

"Oh, so that's the story, sorry if Daddy did not tell you before guys. I had already bought Mr. Yudi's land near the river. I want to use it for farming and fish pond. So there's no problem with your tree house, right? **Pak Yudi allowed your tree house to be on his land, why Daddy has to forbid it? There is no problem if your tree house is still standing there.** You can also help Daddy to keep an eye on the fish pond and rice fields there."

In the utterance *Pak Yudi saja merelakan tanahnya untuk rumah pohon kalian, apalagi Ayah? Tidak ada masalah jika rumah pohon kalian masih berdiri di sana*, the father of the twins stated that he did not mind if Raka's tree house and his friends remained standing on Mr Yudi's land which he had bought. The utterance is spoken to relieve those who are worried about losing their tree house.

Persuading Function

The perlocutionary acts with the pragmatic function of persuading are found only in *Kakek Melaut Lagi*. The following utterance is perlocutionary act with persuading function.

(8) Context:

In the conversation before grandpa went to sea, mother tried to persuade him not to go to the sea because the waves were still high.

“Apa Kakek yakin akan pergi sore ini? Tidakkah ini berbahaya Kek?” ujar Ibu sedikit membujuk agar Kakek tidak pergi.

“Are you sure you will go this afternoon? Isn’t it dangerous, Grandpa?” mother said with a bit persuading Grandpa not going out to the sea.

The utterance *Apa Kakek yakin akan pergi sore ini? Tidakkah ini berbahaya Kek?* is an interrogative but it has the intention to persuade Grandpa. She tried to persuade Grandpa not going out to the sea because the waves were still high. It is dangerous for sailing in that situation.

Convincing Function

The perlocutionary acts with the pragmatic function of persuading are found only in *Kakek Melaut Lagi*. The following utterance is perlocutionary act with persuading function.

(9) Context:

Grandpa expressed his strong decision to Father if he would go to sea despite the high waves.

“Kakek ingin melaut, karena persediaan ikan kita tidak banyak lagi! Kau ingin kita tidak makan besok?” nada suara Kakek meninggi.

“Grandpa wants to go to the sea, because our fish supply is not enough anymore! What will we eat tomorrow?” Grandpa's tone rising.

The Grandpa's utterance *Kakek ingin melaut, karena persediaan ikan kita tidak banyak lagi! Kau ingin kita tidak makan besok?* is stated to father. It has a purpose to convince father that his decision to go to the sea at that time is the right decision because their fish stock for them to eat is not sufficient anymore. He is persistent to go to the sea despite of the high waves.

Attention Grabbing Function

The utterances of perlocutionary act with attention grabbing as the pragmatic function are found in *Delima di Pasar Ikan* as follows,

(10) Context:

Delima just remembered that she had left his mother selling alone, then she went back to her mother's shop and called out her mother who was walking here and there like a confused person looking for something.

“Ibu!” seruku.

“Mom!” I shout.

After the realisation that she leaves her mother for too long, Delima comes back to her mother's shop. Her mother looks confused. Then she shouts *Ibu!* That utterance is spoken to attract her mother's attention who was confused to look for her and had not seen where Delima was.

The following discussion is about attention grabbing function found in *Our Tree House*,

(11) Context:

The five little heroes went to the twins' house, Raka and Riki run first and called their father inside the house, for they could not wait to ask the solution for their tree house.

“Ayah...!Ayah, kami mau bicara!”

“Daddy...!Daddy, We want to talk!”

The utterance *Ayah...!Ayah, kami mau bicara!* is spoken by Raka and Riki to draw their father's attention who was in the house to get out. They want to ask a solution to their tree house problems. Before, Mr. Yudi suggests them to ask to their father for the solution of their problem.

Scaring Function

The utterances of perlocutionary act with scaring as the pragmatic function are found only in *Rumah Pohon Kami*. Here are the perlocutionary act with scaring function,

(12) Context:

Mak rodah, a close neighbor to Delima, patted Delima's shoulder who was daydreaming when she was leaving for school.

Seseorang menepuk bahu dan berkata, “wah, pagi-pagi sudah melamun. Awas nanti jatuh ke jurang!”

Someone patted my shoulder and said, **“Gee, it’s early in the morning and you are already daydreaming. Beware of falling into the abyss!”**

Mak Rodah saw Delima was daydreaming in the middle of her journey to the school. Mak Rodah's utterance *Awat nanti jatuh ke jurang!* is spoken in order to scare Delima. If Delima is daydreaming in the morning, she might fall into the abyss. With the utterance, it is expected that Delima will no longer have a daydream in the morning.

The dominant function of perlocutionary act is the result of the most frequent perlocutionary act function found in F-3 leveled reading book. Of the 12 perlocutionary acts found, The most frequent perlocutionary act function found in F-3 leveled reading book is relieving function. The number of perlocutionary act functions in leveled reading book level F-3 can be seen in Table 1.

Table 1. The Total of Perlocutionary Act Function in F-3 leveled reading book

Perlocutionary act function	Kakek melaut lagi	Delima di pasar ikan	Rumah pohon kami	Total
Relieving	2	1	4	7
Persuading	1	-	-	1
Convincing	1	-	-	1
Attention-grabbing	-	1	1	2
Scaring	-	1	-	1

In contrast to the research on perlocutionary act conducted by Musyafir (2015) and Nur & Sabardila (2016), this study emphasizes the pragmatic function of perlocutionary act based on existing utterance intentions unlike research conducted by Sendilatta (2013). In addition, this study does not merely examine the pragmatic function of perlocutionary act in the F-3 leveled reading book but also examines the dominance function. This is not discussed in previous studies (Sendilatta, 2013, Musyafir, 2015; Nur & Sabardila, 2016). In addition, research on perlocutionary act in children's reading books is still limited, so this research can be as complement to the previous studies on perlocutionary act.

CONCLUSION

Based on the results of this study, it can be concluded that there are five kinds of pragmatic

functions of perlocutionary act found in F-3 leveled reading book. These functions are relieving, persuading, convincing, attention-grabbing, and scaring function. Of the 12 perlocutionary acts found in the text, relieving function is the most dominant pragmatic function with total 7 speech acts.

REFERENCES

- A'yuni, N. B. Q., & Parji. (2017). Tindak Tutur Ilokusi Novel Surga yang Tidak Dirindukan karya Asma Nadia (kajian pragmatik). *Linguista*, 1(1), 6-11.
<http://e-journal.unipma.ac.id/index.php/linguista/article/view/1307>
- Alviah, I. (2014). Kesantunan Berbahasa dalam Tuturan Novel Para Priyayi Karya Umar Kayam. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 128-135.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/6629>
- Ariyanti, L. D., & Zulaeha, I. (2017). Tindak Tutur Ekspresif Humanis dalam Interaksi Pembelajaran di SMA Negeri 1 Batang : Analisis Wacana Kelas. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(9), 111-122.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/17272>
- Fahmi, R. N., & Rustono. (2018). Types of Speech Acts in Indonesian Debate Argumentative Discourse. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 28-37.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/22941>
- Lestari, T. P., & Indiatmoko, B. (2016). Pelanggaran Prinsip Percakapan dan Parameter Pragmatik dalam Wacana Stand Up Comedy Dodit Mulyanto. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(2), 148-162.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/13076>
- Mafaza, S., Rustono, & Awalya. (2018). Teachers' Directive Speech in Character Building Values in Learning and Teaching Activities at SDN 05 Kebondalem Pematang. *Journal of Primary Education*, 7(2), 96-102.
<https://journal.unnes.ac.id/sju/index.php/jpe/article/view/21887>

- Musyafir, U. S. (2015). Analisis Tindak Tutur Perlokusi pada Kumpulan Cerpen “Bibir” Karya Bakdi Soemanto. *Kreatif*, 18(1), 24-33.
<http://jurnal.untad.ac.id/jurnal/index.php/Kreatif/article/view/4324>
- Neina, Q. A., Mardikantoro, H. B., & Supriyanto, T. (2015). Pengembangan Buku Pengayaan Menulis Cerita Anak Bermuatan Nilai Karakter Berdasarkan Content and Language Integrated Learning (CLIL) untuk Siswa Sekolah Dasar Kelas Tinggi. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(2), 50-57.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/9860>
- Nur, D., & Rokhman, F. (2017). Kesantunan Berbahasa Mahasiswa dalam Berinteraksi di Lingkungan Universitas Tidar: Kajian Sosiopragmatik. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 44-52.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/14763>
- Nur, E., & Sabardila, A. (2016). Tindak Tutur Perlokusi Guru dalam Pembelajaran Bahasa Indonesia Kelas IX SMK Negeri 1 Sawit Boyolali. *Jurnal Penelitian Humaniora*, 17(2), 176-184.
<http://journals.ums.ac.id/index.php/humaniora/article/view/2509>
- Nurgiyantoro, B. (2010). Sastra Anak dan Pembentukan Karakter. *Jurnal Cakrawala Pendidikan*, 3, 25-40.
<https://journal.uny.ac.id/index.php/cp/article/view/232>
- Nurgiyantoro, B. (2013). *Sastra Anak, Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press.
- Rustono. (2017). *Pragmatik*. Semarang: CV. Kastara.
- Pamungkas, B. T., Rustono., & Utanto, Y. (2018). The Function of Directive Speech Acts in Gamal Komandoko's Indonesian Archipelago Folklore Text. *Journal of Primary Education*, 7(2), 211–219.
<https://journal.unnes.ac.id/sju/index.php/jpe/article/view/23270>
- Safrihady., & Mardikantoro, H. B. (2017). Jenis Dan Fungsi Pragmatis Tindak Tutur Masyarakat Melayu Dialek Sambas di Kota Singkawang. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 59-67.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/14766>
- Sari, I. P. (2015). Pentingnya Pemahaman Kedudukan dan Fungsi Bahasa Indonesia sebagai pemersatu Negara Kesatuan Republik Indonesia (NKRI). *Prosiding Seminar Nasional Bulan Bahasa UNIB 2015* (pp. 234–242).
<http://repository.unib.ac.id/11129/1/24-Inda%20Puspita%20Sari.pdf>
- Sendilatta, E. C. (2013). Analisis Tindak Tutur pada Film “Garuda di Dadaku” Karya Ifa Ifansyah. *Jurnal Artikulasi*, 7(1), 381-395.
<http://ejournal.umm.ac.id/index.php/jib/article/view/1276>
- Umaroh, L., & Kurniawati, N. (2017). Dominasi Ilokusi dan Perlokusi dalam Transaksi Jual Beli. *Lensa: Kajian Kebahasaan, Kesusastraan Dan Budaya*, 7(1), 21-34.
<https://jurnal.unimus.ac.id/index.php/lensa/article/view/2264>
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University Press.
- USAID. (2017). *Reading Culture in Primary Schools (SD/MI) and Junior-Secondary Schools (SMP/MTs)*.
- Yuliana, R. (2015). Analisis Tindak Tutur Direktif dalam Dora The Explorer: Super Babies’ Dream Adventure dalam Terjemahannya Petualangan Mimpi Bayi Super. *Seminar Nasional PRASASTI II “Kajian Pragmatik dalam Berbagai Bidang”* (pp. 523–528).
<https://jurnal.uns.ac.id/prosidingprasasti/article/view/240>
- Yuliarti, Rustono., & Nuryatin, A. (2015). Tindak Tutur Direktif dalam Wacana Novel Trilogi Karya Agustinus Wibowo. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(2), 78-85.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/9864>