

INTEGRATION OF LANGUAGE POLICY IN LEARNING DEBATE TEXTS FOR STUDENTS OF CLASS X SMA QONITA ISLAMIC BOARDING SCHOOL

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Article history: received 21 May 2025; revised 02 June 2025; accepted 15 July 2025

DOI: <https://doi.org/10.33751/jhss.v9i2.11415>

Abstract. This study aims to: (1) determine the integration of politeness of language of grade X high school students during debate learning in class. (2) determine the factors that influence politeness of language in debate practice in grade X students of SMAIT Qonita Islamic Boarding School. (3) determine the good politeness model in learning debate texts for students of SMAIT Qonita Islamic Boarding School. The method used in this study is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which is a systematic approach to instructional development. This model was chosen because it is often used in designing effective and efficient learning. Based on this study, it is concluded that the development of a module integrated with politeness of language has a positive impact on students' communication skills and behavior. This module teaches the application of politeness and wisdom maxims in debate, which not only improves students' argumentative abilities but also their understanding of the importance of respecting the opponent's point of view. Using the ADDIE method, this study shows a significant increase in the use of politeness of language and the application of good communication principles. Learning that integrates politeness also helps shape students' characters who respect differences of opinion. Therefore, it is suggested that this approach be implemented in schools to develop effective and ethical language skills. This study contributes to the literature on language education and practical insights for educators in creating learning environments that support students' social and communication skills.

Keywords: *Integration, Language Politeness, Debate Text*

I. INTRODUCTION

Language is an important communication tool for humans to convey ideas, thoughts, and goals to others. The use of polite language reflects a good personality, while impolite language can reflect the opposite. To speak politely, a person needs to master the language well. However, lately, the use of polite language in the school environment has tended to decline, especially among students. Research shows that communication that does not pay attention to politeness norms can cause interpersonal conflict and reduce the effectiveness of learning. Students who are accustomed to interacting through social media are often exposed to a communication style that tends to be aggressive, which is carried over into interactions at school, especially in debate activities. This hinders the development of effective communication skills, so the integration of polite language in learning debate texts is important to build students' awareness of the importance of communicating in a way that respects the views of others. In the independent curriculum, although it emphasizes freedom, creativity, and self-expression, the use of polite language is still upheld. However, many learning activities still rely on traditional basic speaking concepts,

without building students' character who are polite. Debate learning, which is part of speaking skills, can be a place to train students to communicate with polite language, especially in expressing and accepting opinions. Debates also involve various parties questioning, clarifying, and evaluating the opinions of others, which is important for practicing argumentative skills in a logical and polite manner.

Handayani (2017) explains that debates allow students to express their understanding, question, and evaluate the opinions of others, while Jimenez in Wang & Buck (2018) states that debates are an effective way to teach opinion because they involve rebuttals between different parties. Semi (1994) states that debate is a form of argumentative skills by comparing opinions directly. These theories show that debate is an oral interaction that can provide experience in expressing opinions with good and ethical language, which is closely related to politeness in language.

A preliminary study in several schools in Tangerang showed that only 43% of students used polite language in classroom learning, while many students used informal and impolite language in formal activities. The use of impolite language can cause division, even brawls among students.

This emphasizes the importance of developing a learning model that is integrated with politeness in language. Language politeness includes not only grammar and vocabulary, but also an understanding of the context of communication and social norms. In the independent curriculum, Indonesian language learning must teach that language politeness is an inseparable part of effective communication. Therefore, it is important to integrate language politeness into students' language competencies. This study aims to develop a learning model that pays attention to language politeness in debate learning, considering that even though students already understand the structure of the debate, they often do not apply polite language when debating. Language politeness also needs to be considered in 21st century learning, which demands critical, creative, communicative, and collaborative thinking competencies.

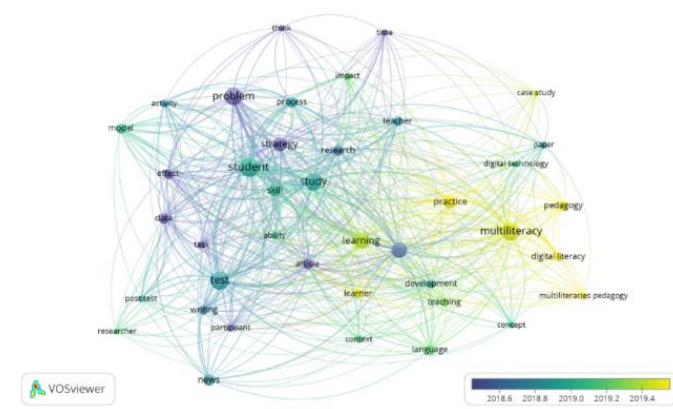
One of the factors that influences the lack of politeness in language is the lack of knowledge about how to debate well and politely. Kardina (2018) stated that in conveying ideas, the ethics that need to be considered include conveying opinions with language that can be supported by appropriate intonation, gestures, and expressions, as well as paying attention to the logic and systematics of the opinions conveyed. Markhamah and Sabardila (2009) added that politeness in language can create effective communication by avoiding feelings of pressure, cornering, or being offended by the conversation partner.

The phenomenon in the field shows that many students use impolite language, even in formal activities, which has the potential to cause conflict between them. Therefore, it is very important to improve politeness in language learning, so that students can express their opinions in a way that respects the opinions of others. In learning practice, even though the situation is formal, the use of informal or semi-formal language varieties is still widely seen among students. Therefore, this study will analyze the forms of politeness in language in debate activities to improve the quality of communication between students in the classroom.

The method used in learning plays an important role in achieving learning objectives, and teachers as facilitators must be able to choose the appropriate method. This study focuses on the integration of politeness in learning debate texts, to help students understand the importance of communicating politely and effectively. Based on previous research, which also examines politeness in various contexts, this study aims to develop a model that can be applied in the classroom, especially in debate activities, in order to optimize polite and effective language learning.

Based on the VOSviewer results in the image above, it was found that the novelty in this study is related to politeness in learning debate texts. Based on the image above, it can be seen that there is not a single point discussing the formulation of politeness in learning debate texts. If there is any discussion about the development of debate material, the focus is different. Based on the background above, this study aims to: (1) determine the integration of politeness in the language of

class X SMA students during debate learning in class. (2) determine the factors that influence politeness in the practice of debate in class X students of SMAIT Qonita Islamic Boarding School. (3) determine a good model of politeness in learning debate texts for students of SMAIT Qonita Islamic Boarding School.



II. RESEARCH METHODS

This study focuses on the interaction between students and teachers in learning debate texts in class, especially regarding the use of politeness. This study was conducted from March to May 2023 at SMA IT Qonita Islamic Boarding School. This place was chosen because the results of a preliminary study showed that the level of student awareness in using politeness was still low. The data used in this study were qualitative, in the form of speech acts carried out by teachers and students in learning debate texts. The main data sources came from 26 students and 1 teacher in Class X of SMA IT Qonita Islamic Boarding School.

The method used in this study is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which is a systematic approach to instructional development. This model was chosen because it is often used in designing effective and efficient learning. In the analysis stage, this study analyzes the needs of learning debate texts, desired learning outcomes, and the principles of politeness that apply in debating communication. This analysis includes understanding learning objectives, audience characteristics, and politeness norms that need to be applied in debates.

In the design stage, this study designed a teaching module that focuses on politeness in debate texts, and created a student needs analysis instrument and interview guidelines to explore students' understanding of politeness. In the development stage, this study included the preparation of teaching materials that include the definition of debate texts, examples of good debate texts, and politeness. The learning methods used involved class discussions, debate simulations, and debate text analysis, where students could learn to apply the principles of politeness in communicating. The implementation stage includes implementing learning

according to the plan that has been prepared, including instructor training and providing support during the learning process. Finally, in the evaluation stage, data was collected through feedback from students and teachers to evaluate the effectiveness of learning and ensure that learning objectives were achieved. Evaluation was carried out formatively during the learning process and summatively after learning to assess the impact and success of learning. Through this approach, it is hoped that students can develop debating skills that are not only logical and structured, but also polite and respectful.

III. RESULT AND DISCUSSION

Research and Development Results

This study uses the Research and Development (R&D) method to develop a debate text learning model that focuses on politeness in class X of SMA IT Qonita Islamic Boarding School. This study investigates the forms, functions, strategies, and principles of politeness cooperation in learning debate text material. Data were collected from 22 students and validated through triangulation of data sources, which involved preliminary studies and interviews with teachers. The results of the study indicate that in learning, students often use everyday language or local dialects, as well as impolite language, with the aim of creating an impression of closeness or familiarity. The development model used is the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation.

Needs Analysis

The following is an analysis of the needs explanation of each phase in the ADDIE method:

Analysis

The analysis phase in this study aims to identify the needs of debate text learning, including three main steps: analysis of speaking achievement elements, analysis of politeness patterns and debate principles, and analysis of learning needs.

First, the analysis of speaking achievement elements involves a review of Learning Outcomes (CP) and Learning Objective Flow (ATP) in the context of learning debate texts. The results of the analysis indicate that the learning objectives at SMA IT Qonita Islamic Boarding School are to develop students' abilities in communicating, reasoning, and actively participating in discussions and debates, while paying attention to norms of politeness in language.

Second, the analysis of politeness patterns and debate principles focuses on understanding how politeness patterns are used in debate communication. The researcher identified the applicable politeness norms and how ethical debate principles are applied, based on the Merdeka curriculum which emphasizes conveying ideas according to politeness norms. Goodwin emphasizes the importance of ethics and integrity in constructing arguments in debates.

Third, the analysis of learning needs involves collecting data through questionnaires distributed to students to explore

their understanding of politeness in language and the context of its use in everyday life at school. This data is used to identify areas that need improvement, as well as to design training programs to create a more harmonious and respectful learning environment.

Design

The design phase in this study involved developing a detailed plan to achieve the learning objectives of debate. First, a debate teaching module was designed to help students understand and apply the principles of politeness in the context of debate. This module formulated clear learning objectives, such as improving students' ability to construct polite arguments and respect the opinions of others. In addition, this module includes various interactive activities, such as debate simulations and analysis of good debate examples to strengthen students' understanding. The material in this module is also accompanied by guidance on the norms of politeness that must be applied during debate, including the use of appropriate language, appropriate intonation, and non-verbal expressions that support politeness. In addition, designing politeness patterns in debate is very important. In the debate orientation section, the opening structure is set to create an open and constructive atmosphere, where participants are expected to respect each other's opinions. In delivering arguments, debate participants are encouraged to convey their opinions in a polite and diplomatic manner, and not to interrupt or attack their opponents personally. The debate structure is also built on the principle of politeness that emphasizes respect for the opinions of opponents, while maintaining each other's positions. In the conclusion section, participants are expected to summarize the arguments in a clear and respectful manner towards the opposing view. In the closing section, politeness is also applied by giving a positive impression and avoiding statements that can cause tension between participants.

Furthermore, an instrument to analyze student needs and interview guidelines are also prepared to explore further information regarding politeness in language in debates. This instrument helps to identify students' understanding and experiences regarding the use of polite language in everyday interactions at school. All of these steps are then validated to ensure that the developed teaching modules and instruments are in accordance with the learning objectives and are effectively implemented in the learning process in the classroom. Thus, this design phase aims not only to teach debate techniques, but also to instill the values of politeness and ethics in communication.

Politeness patterns include broader principles of politeness, such as the maxims of Generosity, Tact, and Politeness. Leech emphasizes that these maxims not only function to avoid conflict, but also to build harmonious and respectful relationships. In this context, politeness maxim patterns act as an important strategy in interpersonal communication, helping individuals maintain their expressions and create a constructive dialogue atmosphere. The integration of Brown and Levinson's theory with Leech's

The principle of debate consists of several important elements, one of which is the characteristics of a clear debate, namely the presence of logical and structured arguments. Stephen Toulmin explains that a good debate must have a clear claim, strong support with evidence, and reasons that connect the two. Debate ethics are also important to ensure that the debate takes place in a constructive and respectful manner. In addition, the structure of the debate includes several components such as orientation or introduction, presentation of arguments, debate, conclusion, and closing. In the context of debate learning in schools, there are instruments and interview guidelines used to analyze students' needs related to language politeness. This instrument helps in understanding how politeness is applied in debate communication, as an important part of learning in the school environment.

Objective: To identify students' needs related to politeness in debate learning. .

[illegible]

The purpose of this interview was to explore students' views on politeness in debate. The introduction began with introducing themselves and the purpose of the interview and asking for permission to record or take notes. In the general questions stage, students were asked what they knew about politeness and why politeness was considered important in debate. The next section focused on students' personal experiences, with questions about their experiences in debating, whether they felt the need to maintain politeness, and whether they had seen good or bad examples of politeness in debate. The interview then continued with questions about the challenges students faced in maintaining politeness in debate and how they overcame these challenges. At the closing, interview participants were given the opportunity to convey anything else they wanted to say about politeness in debate, before ending with a thank you for their participation.

Validation

The validation sheet by experts on politeness in learning debate texts is an important instrument to ensure that the material presented is in accordance with academic standards and educational relevance. In the validation process, experts will evaluate various components such as the clarity of the definition of politeness, the relevance of its application in the context of debate, and the proposed strategies for integrating politeness in learning. This validation aims to ensure that the learning materials prepared are not only theoretical, but also practical and can be applied by students in real situations. By involving experts, it is hoped that the debate learning that is developed can improve students' language skills effectively, while fostering an attitude of mutual respect in arguing.

In this debate text teaching module, politeness has been integrated. The first learning activity discusses the content of the debate text material. The second learning activity is related to oral debate activities. This module consists of several parts, including learning activities, material descriptions, summaries, exercises, formative tests, and test answer keys.

Learning activities in the module are divided into two activities. The first learning activity contains knowledge. In this first learning activity, material is presented regarding the definition of debate text, the structure of debate text, the linguistic characteristics of debate text, and how to analyze debate text. The presentation of material regarding the debate text needs to be done so that students first understand the debate before finally being asked to carry out the debate. Research on politeness in language learning debate texts provides a contribution of knowledge for learning materials on debate texts. The following is a debate text teaching module.

First Meeting

Introductory Activities (10 Minutes)

- The teacher greets the students, checks their attendance, and prays to start the lesson.
- The teacher asks the students how they are.
- Motivates students to achieve competencies and characters that are in accordance with the Pancasila Student Profile; namely 1) having faith, being devoted to God Almighty, and having noble character, 2) being independent, 3) being critical thinkers, 4) being creative, 5) being cooperative, and 6) being globally diverse, which is one of the standard criteria for graduation in educational units.
- The teacher asks questions that relate previous knowledge to the material to be learned. For example, "Have you ever watched a debate between OSIS candidates or a debate between presidential candidates? Do you often discuss?"
- The teacher explains the learning objectives or basic competencies to be achieved.

- The teacher delivers the scope of the material and explains the description of the learning activities

Core Activities (70 Minutes)

- Students are given a problem through a sample debate text about "The Powerlessness of Indonesian in Interlanguage Interaction" quoted from the Indonesian Language Textbook for SMA/MA/SMK/MAK Class 10 Hesti Indah M.N., pp. 157 - 159.
- Students ask and answer questions about the problems in the debate.
- The teacher assigns students to watch a video that contains pros and cons. For example, the video "Pros and Cons of Face-to-Face Discussion" which is accessed via https://www.youtube.com/watch?v=v_kZtRULPQ0.
- The teacher guides students in a question and answer activity regarding the problems presented, the arguments presented, conclusions, and students observe the diction or language used in the debate video example and provide responses to the content of the information obtained
- Students collect information through books/ internet/ library/ask the teacher.
- Students present their work on the Student Worksheet (LKPD) and present it.
- Other students respond to the presentation.
- The teacher and students reflect or evaluate their investigations into the problems found.

Closing Activities (10 Minutes)

- The teacher and students make conclusions together regarding understanding the content of the debate and constructing the content of the debate.
- The teacher and students reflect on today's learning.
- The teacher reminds the next learning topic, which is analyzing the structure of the debate.
- The teacher and students end the learning with a prayer

Second Meeting

Material Coverage: Analyzing debate structures by paying attention to polite language

Introductory Activities (10 Minutes)

- Prayer; attendance; conveying learning objectives; and conveying learning outcome assessments
- Motivating students to achieve competencies and characters in accordance with the Pancasila Student Profile; namely 1) believing, being devoted to God Almighty, and having noble morals, 2) being independent, 3) being critical thinkers, 4) being creative, 5) being cooperative, and 6) being globally diverse, which is one of the standard criteria for graduation in educational units.

Core Activities (70 Minutes)

Phase 1

Students watch the debate video/text. For example, students watch the video "LDBI Jabar 2022" which is accessed via <https://www.youtube.com/watch?v=wcpYa9Rm9fE&t=824s>

Phase 2

Students ask and answer questions about the debate video/text: What is the structure of the debate?

How is the language used by the debate participants?

Phase 3

Students collect information about the topic discussed through books, the internet, or interviews.

Phase 4

The teacher guides students to process information about the analysis of the debate structure.

There are 5 debate structures, namely orientation structure, argumentation/opinion structure, debate structure, closing structure, and conclusion structure, each structure is integrated with polite language.

Phase 5

Students examine and provide evidence for the data found.

Phase 6

Students draw conclusions about the material studied and write them on the Student Worksheet (LKPD).

The teacher appoints students to present their work.

Students from other groups respond.

Closing Activities (10 Minutes)

- The teacher and students make a conclusion together about analyzing the structure
- The teacher and students reflect on today's learning.
- The teacher reminds the next learning topic, which is developing debate problems
- The teacher assigns each student to find a topic that they have really mastered.
- The teacher and students end the learning with a prayer.

Third Meeting

Material Coverage: Practicing debate with polite debate (Conducting Debate)

Introductory Activities (10 Minutes)

- Prayer; attendance; conveying learning objectives; and conveying learning outcome assessments
- Motivating students to achieve competencies and characters in accordance with the Pancasila Student Profile; namely 1) believing, being devoted to God Almighty, and having noble morals, 2) being independent, 3) being critical thinkers, 4) being creative, 5) being cooperative, and 6) being globally diverse, which is one of the standard criteria for graduation in educational units.

Core Activities (70 Minutes)

Phase 1

- Students are formed into several groups consisting of 3 members.
- Each group is given a text containing educational, social, cultural, economic, political, and scientific issues that are currently being hotly discussed.

Phase 2

- Students ask and answer questions about the problems that occur.

- Students discuss to determine the motion from the news.
- Each group collects the motion
- Each group gets a lottery number from the teacher to choose a partner in the debate. After that, each pair of groups chooses a motion lottery and role division (pro or con)

Phase 3

- Each group collects information about the motion that has been chosen through books, the internet, or interviews.

Closing Activities (10 Minutes)

- The teacher and students make conclusions together to develop the problems in the debate.
- The teacher and students reflect on today's learning.
- The teacher reminds the next learning topic, which is to hold a debate
- The teacher assigns each student to find a topic that they have really mastered.
- The teacher and students end the learning with a prayer.

Fourth Meeting

Material Coverage: Practicing debate with polite debate (Conducting Debate)

Introductory Activities (10 Minutes)

- Prayer; attendance; conveying learning objectives; and conveying learning outcome assessments
- Motivating students to achieve competencies and characters in accordance with the Pancasila Student Profile; namely 1) believing, being devoted to God Almighty, and having noble morals, 2) being independent, 3) being critical thinkers, 4) being creative, 5) being cooperative, and 6) being globally diverse, which is one of the standard criteria for graduation in educational units.

Core Activities (70 Minutes)

Phase 4

- Each group processes information and compiles arguments regarding their motions and roles in the debate.
- Each group, both from the pro and con teams, prepares its group members to share tasks in the debate, namely the first speaker, the second speaker, and the third speaker.
- Several students arrange the seating positions that will be occupied by the pro team, the con team, the moderator, the time keeper, the jury (teacher), and the audience (the group that has not yet performed). The moderator, time keeper, and the jury (teacher) prepare themselves and take their seats as determined.
- Students hold a debate.
- The group that watches the debate, namely the pro and con pairs, will evaluate the implementation of the debate in the form of minutes on the LKPD sheet.
- Students who act as notaries will report on the implementation of the debate.
- The teacher evaluates the implementation of the debate

Closing Activities (10 Minutes)

- The teacher and students make conclusions together to develop problems in the debate.
- The teacher and students reflect on today's learning.

- The teacher reminds the next learning topic, namely holding a debate
- The teacher assigns each student to find a topic that they have really mastered.
- The teacher and students end the learning with a prayer.

In the learning activities, the module above has been described regarding what must be conveyed to students, namely skills. The skills presented are of course about debate. The material presented is material that can support students in honing or practicing their debating skills. These materials are about language ethics, language politeness, and steps to compose debate texts. Research on language politeness in learning debate texts. Among them, students are taught to compose arguments orally and in writing by considering and paying attention to language ethics and the principles of language politeness.

Implementation

This stage is carried out after the debate text teaching module integrated with language politeness is validated by experts. In the next implementation stage, the teaching module is carried out by Indonesian language teachers and 30 class X students of SMAIT Qonita Islamic Boarding School. Then after carrying out learning using the debate text teaching module integrated with language politeness that the researcher developed which has been said to be valid by the validator, the researcher also gave a response questionnaire sheet to students and to the teacher. This aims to determine the practicality of the debate text teaching module integrated with politeness of language that the researcher developed at SMAIT Qonita Islamic School after conducting the learning process using the debate text teaching module integrated with politeness of language.

Evaluation

The evaluation phase includes collecting data to evaluate the effectiveness of learning. Evaluation can be done at the level of reaction, learning, behavior, and results. The evaluation stage in question is the evaluation of the implementation stage. Suggestions and input from both validators, teachers, and students become evaluation materials which are then used to improve the debate text teaching module integrated with politeness of language that the researcher developed.

IV. CONCLUSION

Politeness in Debate Text Learning for Grade X Students shows that the development of a debate text learning module integrated with politeness has a positive impact on students' communication skills and behavior. This study focuses on the application of politeness maxims, wisdom, and various other maxims that are relevant in the context of debate, so that students not only learn to convey arguments effectively, but also understand the importance of respecting the opponent's views. By using the ADDIE research method, the module

development process is carried out systematically, starting from needs analysis, design, development, implementation, to evaluation. The results of the study showed that students who took part in learning using this module showed a significant increase in the use of politeness, and were able to apply the principles of good communication during debates. In addition, learning that is integrated with politeness also contributes to the formation of student character who respect differences of opinion more. Therefore, it is recommended that schools apply a similar approach in language learning, to further facilitate students in developing effective and ethical language skills. This study not only enriches the literature in the field of language education, but also provides practical insights for educators in creating a learning environment that supports the development of students' social and communication skills.

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