
Movie as a media in improving understanding the cooperative principles and the politeness principles

Yuli Mahmudah Sentana*, Samsul, Muh. Yazid A.R.G.

Universitas Halu Oleo, Indonesia

*Corresponding Author; Email: sentana@uho.ac.id

ABSTRACT

The background of this study is the use of the RRRrrr!!! Movie by Alain Chabat as learning media in pragmatic courses, especially on the cooperative principle and the politeness principle. The use of this movie is based on the existence of 51 violations of the cooperative principle and the politeness principle in RRRrrr!!! movie. This research is a mixed research that applies qualitative research and quantitative research. The results showed that the use of this movie increased student learning outcomes by 40.26%. Student responses are also enthusiastic with the results of the 100% questionnaire using this movie as a learning medium. The results of the questionnaire also explained that the examples in the movie were very helpful in understanding the cooperative and politeness principle.

Keywords: the cooperative principle, the politeness principle, movie as learning media

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INTRODUCTION

Teaching millennial generation is different because its forces teachers to always update the learning methods. This is the way to keep the student interest. The millennial generation who spends a lot of time with gadgets will be more interested in learning medias that involve technology because millennials spend 3.7 hours a day with their smartphones (Shibu, 2020). The use of movies as a learning media is a effort by applying technology to reach the student interest. This study focuses on the use of movie as a teaching media that can improve student understanding of semantique courses. Movies is a collection of moving images that look alive because they have been projected with a projector lens (Arsyad, 2011). Although movies are generally an entertaining media, movies also can be used as a learning resource (Widiani et al., 2018). This step is an effort to create an unconventional and monotonous in class. The purpose of using movies is so that students are motivated in learning compared to the use of conventional learning (Trinova, 2019). Text can be found in the movies, which the text is part of the language, so it can be concluded that the movies can be one of the language learning media because the movie also contains language.

There have been many studies related to the use of movies as learning media. As done by Pitriana, that the use of movies as a learning media in English is one of the ways in which students learn is a new way for students to enrich the vocabulary (Pitriana & Syahrudin, 2013). With the use of cartoons, students are more interested in learning than conventional learning activities. The use of western movies is also very effective in increasing vocabulary in learning English (Astuti & Hapsari, 2019). But in reality, movies as learning media not only add new vocabulary but can also add other language skills. Ismail concluded that the teachers, in this case English teachers, stated that the most influential aspect of using movie as a learning media apart from the cultural aspect was language skills. However, even though the language skills improve with the development of vocabulary, but grammar still needs to be learned more than only by watching movies (Ismail, 2016). In contrast to Ismail, Rhovaidah actually said that with their favorite movies, students increase their vocabulary

and focus on grammar. This is because students can compare and relate information from books and movies. The students are also taught to draw conclusions based on the learning resources they get (Rhovaidah et al., 2021).

So far, studies related to movies as a learning media have shown that movies is one of the effective media in improving language skills in listening, reading, speaking, and writing. No research has been found regarding the use of movie as a linguistic learning media. This study focuses on the use of movies as a media for learning linguistics, especially pragmatic. So that not only language skills are the target of learning but also linguistic theory.

The cooperative principle and the politeness principle are part of the pragmatic. However, in language learning, sometimes pragmatic is included in semantic courses, this also happens to the UHO French Literature Study Program. Thus, the subject on the cooperative principle and the politeness principle is in the *sémantique* course which will usually be delivered between the eleventh or thirteenth meeting.

The *sémantique* course is a branch of the linguistic courses, a continuation of *syntaxe* course. In this course, it will study pragmatic studies that examine meaning. Semantics defined as the study of meaning, while pragmatics is the study of meaning based on its context. There are two statements to clarify the difference between the two, the first statement "What does X mean?" as an explanation of semantics and "What do you mean by X?" as an expression of semantics (Leech, 1983). Thus, it is clear that semantics is only a speech tool in language, not tied to speakers or interlocutors, while pragmatics is related to speakers and meaning. The difference between the two is that semantics discusses the meaning contained in the text, while pragmatics discusses meaning which also pays attention to the context of speech. In pragmatics, speakers must pay attention to the context of the conversation in speaking with the interlocutor (Cutting, 2005).

In this pragmatic discussion, students are expected to understand and be able to describe the forms of the cooperative principle and the politeness principle. Understanding this material is also expected so that students can speak properly and correctly because language is a social activity that is always carried out by humans. In line with the understanding of the cooperative principle which always expects speakers to be able to always contribute sufficiently to a conversation in this case it is relevant, clear, concise, easy to understand and be orderly (Wijana, 1996). Meanwhile, the politeness principle requires speakers to show their politeness to their interlocutors as well as to third parties (Wijana, 2003). A politeness that is performed when interacting with other people indicates an awareness of the other person's face. Face can be defined as a person's personal figure in society and also in social distancing situations (Yule, 1996). So that speakers are expected to speak according to social status.

In order for speech and speech to communicate well, there are several principles that must be considered. Grice explained that speech in carrying out a conversation should contribute in moderation. In this case, it is relevant, the topic is in accordance with the context, so it can be understood, as well as concise and not long-winded. Furthermore, the cooperative principle is further divided into 4 maxims, the first is the maxim of quantity, the second is the maxim of quality, the third is the maxim of relevance, and the last is the maxim of manner (Grice, 1975). In essence, the cooperative principle is an effort to achieve good communication in a conversation. However, in order to support a good conversation, the politeness principle are also needed. In the politeness principle speaker must speak politely to the hearer. Politeness carried out in an interaction is defined as a tool that reflects our awareness of one's personality in society (Yule, 1996). So that speech in language or must pay attention to social distance and its application in language according to the level of politeness. There are six maxims in this politeness principle; tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim.

Based on the explanation above, this study tries to apply and prove the effectiveness of using movies as a media in increasing students' understanding of the cooperative principle and the politeness principle in *sémantique* courses. The selection of movie as a learning media in semantic learning needs to be done considering that research related to semantic learning is still focused on teaching methods, teaching techniques and teaching models. In the development of the semantic teaching material model, analyzes of the teaching material model, syllabus and semantic curriculum (Kusmana, 2014) have not yet reached the teaching media. Likewise with Simarmata's

research which only analyzed the semantic teaching process with interview techniques and resulted in that semantic learning had been going well (Simarmata, 2020). Research related to pragmatics was also written by Margana, which results explained that pragmatics learning, especially material related to illocutionary and speech acts was very important for students to minimize misconceptions and misinterpretations of lecturers in learning English in class (Margana, 2011).

This study offers movie as a learning media for semantic courses, especially on pragmatic material, which will not only increase students' understanding of the material but also improve language skills. Understanding the meaning of words, phrases, and sentences is sometimes not enough to understand the meaning of the foreign language speech so that pragmatic understanding is needed. Pragmatic awareness is related to the construction of communicative competence so that pragmatics is needed in foreign language learning (Alcón et al., 2008). Its very vital existence in learning requires foreign language learners to have pragmatic awareness in foreign languages.

This study uses a comedy movie, *RRRrrr!!!* by Alain Chabat. This movies which was released in 2004, tells the story of human life in ancient times (Chabat, 2004). The choice of this movie is not only because it's a comedy movie that will attract the enthusiasm of students, but there are also 51 violations of the principles of cooperation and politeness (Sentana, 2012). This amount is considered sufficient as a learning material for the principle of cooperation and the principle of politeness. In this study, the subjects used were students of the sixth semester of the French Literature Study departement, Faculty of Cultural Sciences, UHO, who were taking *sémantique* courses. This study aims to see how the use of *RRRrrr!!!* movies as learning media in the learning the cooperative principle and the politeness principle. This study also aims to see the effectiveness and the response of students to the use of *RRRrrr!!!* as a learning media for the *sémantique* course. Furthermore, it is not only effectiveness that will be seen in this study but also the advantages and disadvantages of using movies as learning media but alos as an increase student understanding related to the cooperative principle and the politeness principle.

By observing the cooperative principle and the politeness principle contained in this movie, it can increase students' pragmatic understanding regarding the principles of cooperation and politeness principles. The focus of the research is not only on increasing student understanding but also on the impact on students' language skills. Therefore, by understanding this pragmatic material, students will be able to communicate according to their needs and be able to understand humor caused by maxim violations.

METHOD

This study was conducted at the French Literature departement, Faculty of Cultural Sciences, UHO. The research subjects were students who took the *sémantique* course. This research is a mixed research because it applies qualitative research and quantitative research. Qualitative research in the form of the use of movies as learning material for the principle of cooperation and the principle of politeness. Meanwhile, classroom action research in the experiment of using movies in learning activities is included in quantitative research.

In every research, it is necessary to have a research design used in the data collection and analysis stage. The design in this research is pre-test and post-test. Initially, students were given a pre-test and then given treatment, namely learning with movie as media. In the final stage, a post-test was conducted as an effort to see the learning outcomes.

Research does not only need a design but also requires a research procedure to measure the stages carried out in the research. There are three stages in this research, namely pre-experimental, experimental and post-experimental. In the pre-experimental stage, the research sample was determined, students who took the *sémantique* course. In the second stage, the experimental stage, there are four steps carried out as follows.

- a) *Treatment zero*, *sémantique* courses learning without using movie as media. This means that the learning that is carried out is general learning that does not use movie as media.
- b) *Pre-test*, as an effort to find out students' understanding by learning without using movie as media.
- c) *Treatment*, this step is the main step, namely the use of *RRRrrr!!!* movie as media in semantic learning.

- d) *Post-test*, in this last step the students take a test. However, in order to determine the level of understanding of the material, the test use the same test material in the pre-test step.

Lastly, at the post-experimental stage, data analysis was carried out as the final stage of the experiment. The existing data, namely pre-test and post-test, were analyzed and compared statistically to see if there was an increase. The results of the analysis will answer whether the *RRRrrr!!!* Movie is an appropriate learning media for *sémantique* courses. As a mixed research, the data of this study were also analyzed using two approaches, descriptive qualitative approach and quantitative approach. The effectiveness of this data analysis was then tested by using the t test. While student responses to the use of movie as learning media will be analyzed by qualitative descriptive. In more detail, the research method includes four stages of research, namely: (1) determining the location of the study, (2) collecting data, (3) processing data, and (4) analyzing data. The research stages are listed in the following table.

Table 1. The research stages

The research stages	Output	Indicator of achievements
Determining the location of the study	The student of French Literature Department has been chosen as the research location	The 6 th semester student has been determined as the research subject
Collecting data	Inventory of primary and secondary data through observation, action and test	Topical research data headings
Processing data	categorization, classification, and elicitation of data according to the research focus	Research data cluster
Aalyzing Data	Describe and interpret descriptive qualitative and quantitative data	New theoretical and new practical thoughts related to the use of movies as a learning mediamaterials on the cooperative principle and the politeness principle

RESULTS AND DISCUSSION

Results

In this comedy movie by Alain Chabat was founded many violations of the principle of cooperation and the principle of politeness.

Table 2. Violations maxims in RRRrrr!!!

Type of violation maxim	Total
The cooperative principle	
Quantity	13
Quality	14
Relation	5
Manner	7
The politeness principles	
Tact maxim	1
Generosity maxim	1
Approbation maxim	4
Modesty maxim	3
Agreement maxim	1
Sympathy maxim	2

Pre-test and post-test are used to read the effectiveness of the RRRrrr!!! movie as a learning media. After being given treatment, a post-test was given to determine the effectiveness of using the RRRrrr!!! movie by Alain Chabat.

Pre-test data

The pre-test was conducted before the treatment of using movie as learning media. This step aims to measure students' abilities if learning is carried out without movie as learning media. The lowest pre-test score is 50 while the highest score is 70. Furthermore, the median is at 57.5, the modus is at 60, and the mean is at 57.75. The summary of the results of the statistical calculation of the pre-test data is shown in the following table.

Tabel 3. Data Pre-test

<i>Pre-test data</i>	Students score
Highest score	70
Lowest score	50
Mean (M)	57,75
Median (M _d)	57,5
Modus (Mo)	60

Post-test data

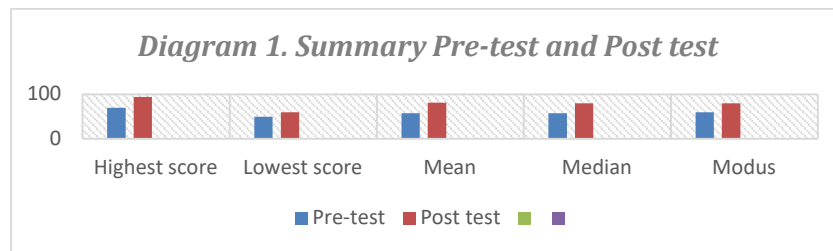
After the pre-test was applied, students were given treatment by using *RRRrrr!!!* as learning media of the principles of cooperation and courtesy. In the post-test the lowest score is 60 and the highest score is 95. Then the median is 80, the modus is 80, and the mean is 81. The following table is a summary of the results of calculating the post-test statistics.

Tabel 4. Data Post test

<i>Post test data</i>	Students score
Highest score	95
Lowest score	60
Mean (M)	81
Median (M _d)	80
Modus (Mo)	80

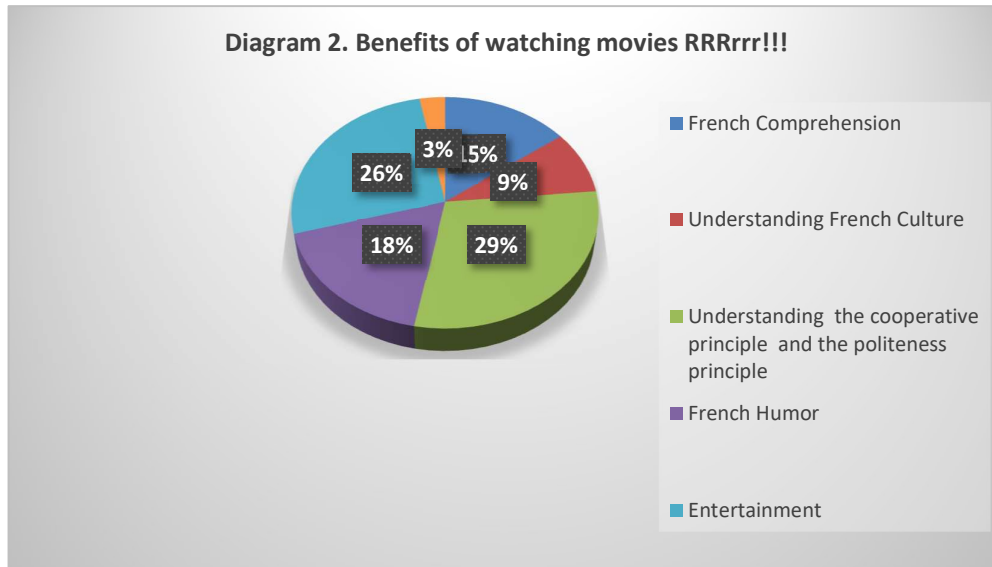
Pre-test and Post-test summary

In conclusion of pre-test and post-test data, the students score improve when using *RRRrrr!!!* as learning media. The following chart is the distribution of the increase in student scores.



In the chart above, it is clear that there are differences in the results of understanding the material on the cooperative principle and the politeness principle in the *sémantique* course. The difference in student scores shows an increase in the learning process using *RRRrrr!!!* as learning media compared to the learning process without using movie as learning media.

Student response regarding the use of *RRRrrr!!!* as a learning media is analyzed by questionnaire. The questionnaire contains questions related to the use of the movie, *RRRrrr!!!* as a learning media. This student's response will be taken into consideration when using this movie as a learning media in *sémantique courses*. The following is the summary of the results of the distributed questionnaire.



Discussion

The comedy movie by Alain Chabat, *RRRrrr!!!* contains many violations of the principle of collaboration and the principle of politeness. There are several forms of humor and the quality of humor that is formed from the violation of the cooperative principle and the politeness principle (Sentana, 2012). This movie contains a total of 51 types violation of the cooperative principle and the politeness principle which is one of the foundations that must be understood in interpreting the speech.

Based on the large number of types of the cooperative principle and the politeness principle, it certainly makes *RRRrrr!!!* movie by Alain Chabat should be used as a learning media for learning *sémantique* courses, especially in the field of pragmatics. Not only the large number but also the distribution of each principle, both the principle of collaboration and the principle of politeness contained in the movie, makes this movie worthy of being used as a learning reference. This movie is a light comedy movie that tells about life in ancient times also interesting for students. By looking at examples of violations of the principle of collaboration and the principle of politeness in this movie, students are expected not only to understand the material but also to see real examples. As a comedy movie that gives the audience a laugh effect, understanding the material will also have an impact on the meaning of the speech in the movie as a joke.

The cooperative principle and the politeness principle in this movie not only helps students to understanding the pragmatics material but also help to improve the language skills. As has been stated in previous studies, watching movies can improve four language skills, and students' communication skills. Vocabulary mastery also does not only focus on adding vocabulary but is also accompanied by understanding because basically semantics and pragmatics focus on learning meaning. So that vocabulary exploration does not only focus on the real meaning but also focuses on synonyms, antonyms, hyponyms, etc. (Gao & Xu, 2013).

Theoretical understanding of meaning will have a positive impact on the language skills of foreign language learners. Taguchi explain that understanding pragmatic will affect the communication skills of second language learners (Taguchi, 2011). Pragmatic study about meaning of the context. A person's language ability is characterized by his ability to communicate and understanding the meaning of speech according to the context is needed. Therefore, the application of the pragmatic theory in communication can support according to the context language skills (Tajeddin & Bagherkazemi, 2021). Rueda also discuss about this case, the instructions in pragmatic are tool in foreign language competency development. Unfortunately, the foreign language teachers often neglecting this empiric and theoretical fact (Rueda, 2006). She emphasize for the foreign language teachers to explore the effect of pragmatic instruction in the development stage of foreign language learning. This study expect the student can well contribute in french conversation after understand the

principle of cooperation and the principle of politeness. The increase in pragmatic understanding will affect the understanding of the meaning of an utterance also on the understanding of humor. Moreover, this movie is a comedy movie that contains humor that comes from the violation of the cooperative principle and the politeness principle.

This study not only focus on the application of *RRRrrr!!!* movie as learning media in semantic course especially on the cooperative principle and the politeness principle, but also to gauge its effectiveness as learning media and how the student response. The learning media trial was carried out on Saturday, October 2, 2021 at the Faculty of Cultural Sciences, Halu Oleo University.

The sample in this study were 20 student of the French Literature Study Program. The 20 students were subjected to two assessments, pre-test and post-test. The pre-test was conducted after learning without movie as learning media with the aim of knowing students' understanding of the principle of cooperation and the principle of politeness. After the pre-test, treatment was applied by using the *RRRrrr!!!* movie by Alain Chabat as a learning media on the principles of cooperation and the principles of politeness.

The study result show there are improvement of the pragmatic learning material comprehension with average learning score from 57,75 to 81. This improvement in line with previous studies that movies as learning media improve student comprehension. By using movie as learning media, student more focus to the learning material and the utterances that appear in the movie. It is more exciting and feel real to the student so the learning material easier to learn. If previous study has proven that movies can increase language vocabulary (Astuti & Hapsari, 2019), in this study it was found that movies can be a learning media not only a tool to enrich vocabulary. Although it is undeniable that movie has the most influence on learning the four language skills as stated by Ismail (Ismail, 2016) but movies can also be used as other learning media, in this case especially linguistics. Linguistics as a science that studies language in its learning practice always contains theories that must be studied in books. This research proves that movie can be a learning media for linguistics, especially pragmatics. Pragmatic learning does not have to go through unattractive texts but can also be applied to other interesting media. As an important field whose understanding will have an impact on foreign language learning, pragmatics does not only require syllabus, lesson plans, and textbooks in learning. Contextually oriented media and addressing actual problems in society are urgently needed (Made et al., 2017). However, the broad scope of linguistics requires the teacher to choose the right movie in the learning theme. If this is not done, the movie will only become a learning media language skills (reading, listening, speaking, and writing).

Students respond enthusiastically to the use of new learning media. Based on the questionnaire distributed, it was explained that students also received other benefits apart from the material discussed. This makes 100% of respondents recommend the use of *RRRrrr!!!* movies as a learning media in *sémantique* course and 95% chose this movie as a learning medium in understanding the principles of cooperation and courtesy. The following is a summary of student responses.

- a) *RRRrrr!!!* movies by Alain Chabat is highly recommended as a learning media in *sémantique* courses.
- b) In this movie, there are many examples of violations of the cooperative principles and the politeness principle.
- c) Examples that appear in this movie helps to understand the definition the cooperative principles and the politeness principle.
- d) Every type of cooperation principle (4) and politeness principle (6) appear all in this movie,
- e) This movie is not only entertaining but also provide insight into the cooperative principles and the politeness principle.
- f) Moreover, the purpose of using this movie as a learning media, insight into the French language, French culture, French cinema and French jokes.

Thus, this movie itself is a language learning media that can improve language skills, especially in adding new vocabularies. However, by making it a pragmatic teaching media, especially

on the cooperative principles and the politeness principle, it will also improve understanding of the material. After understanding the concepts of meaning in pragmatics, students will also experience an increase in communicating in French. This is because understanding the concept of meaning in pragmatics is very influential on the ability to communicate. Pragmatics itself is not just understanding language in a combinatorial structure but also making conclusions that may be very sensitive about the meaning of what is said based on knowledge of speakers, language, and context (Goodman & Frank, 2016). Pragmatics through the cooperative principles and the politeness principle provides a way to conclude meaning in context, make predictions and different situations, and explain complex phenomena such as hyperbole, ambiguity that occurs. In general, pragmatics presents a framework by integrating linguistic structures, world knowledge, and context in pragmatic understanding of language.

CONCLUSIONS

Based on the results of the research analysis, it can be concluded that the *RRRrrrr!!!* movie can be used as a learning media, especially in pragmatics studies, specially the cooperative principles and the politeness principle. This is because 51 violations of the cooperative principles and the politeness principle were found in this movie. The examples in this movie can help students understand the definition and concrete form of the cooperative principles and the politeness principle.

The effectiveness of using *RRRrrrr!!!* movie as a learning media is proven by the increase in student scores. The increase in student scores from the use of power point media with movies as teaching materials was 40.26%. Student response regarding the use of this movie is very enthusiastic about the results of the questionnaire which shows that 100% of respondents recommend using this movie as a learning media. Not only that, with this movie, students not only learn the cooperative principles and the politeness principle but also learn French, French cinema, and get entertainment.

Based on the conclusions above, the *RRRrrrr!!!* movies highly recommended as a learning media in *sémantique* courses, especially pragmatic studies on the cooperative principles and the politeness principle. Moreover, this learning will also improve language skills. Apart from the movie itself is a media that can improve four language competencies, but the influence of pragmatic learning has an impact on understanding contextual meaning so as to improve communication skills.

However, there are two problems in its application. First, French language in this movie is daily language but still there are some terms that may be difficult to understand for students whose French level is below A2. Second, this movie is 1 hour and 34 minutes long, so watching it takes up 1 lecture meeting. For these problems, subtitles can be given to the movie, which can be given in the learning process if the average French language ability of students is below A2. Furthermore, movie can be given before the course so that students can watch it at home and during learning only find it again by studying the material on the cooperative principles and the politeness principle.

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