

AN ANALYSIS OF VERBAL AND NONVERBAL BEHAVIOR OF THE TEACHERS DURING ONLINE LEARNING AT ELEMENTARY SCHOOL: A CASE STUDY

I Putu Oka Suardana¹, I Wayan Numertayasa², and Pande Agus Adiwijaya³

Institut Teknologi dan Pendidikan Markandeya Bali

¹bedubantas@gmail.com

Abstract: This study aimed to describe (1) the forms and function of teachers' verbal behavior (VB) in the online learning process at SDN 21 Dangin Puri and (2) the kinds and function of teachers' nonverbal behavior (NVB) in the online learning process at one state primary school in Bali at SDN 21 Dangin Puri. This study used a descriptive research method to describe the teachers' verbal and nonverbal behavior in the online learning process. Observation and data records were used to collect the data. The observation method used cards and a recorder to record the online teaching process. Data analysis of this study used a qualitative analysis design. The finding showed that the VB forms that the teachers used were declarative (63.,22%), imperative (22.,99%), and interrogative (13.,79%). The VB function showed by teacher were assertive (45.,98%), directive (43.,68%), expressive (5,75%), commissive (3.,45%), and declarative (1,15%). In this study, the teachers used some NVB such as hands moves and expression (37.,04%), hands move (29.,63%), head and hands move with expression (11,11%), head and hands move (7.,41%), expression (7.,41%), head moves (3.,70%), and head move with expression (3.,70%). The function of NVB used by the teachers was to complete and to emphasize (55.,56%), to complete (18.,52%), to emphasize (14.,81), to complete and to control (7.,21%), and to substitute (3.,70%). VB and NVB are crucial, so it is suggested that teachers can collaborate with the VB and NVB when conducting the online learning process due to Covid-19.

Keywords: verbal behavior, non-verbal behavior, learning process, online learning, covid-19

RESEARCH BACKGROUND

The Covid-19 pandemic has led people to implement a new way of life. The entire life has been affected by this pandemic. No exception, all of the community orders have changed. Slow but sure, the community has turned into a new order. Education has been affected as well. Since March 2019, face-to-face learning has been stopped. All teachers and students were forced to have new habits of learning. They had a face-to-face meeting through an online application. Many new things have emerged in online learning, especially for the teachers who have been used to implementing conventional teaching. The old habits such as body movement, the way to talk, teaching style, and so on are difficult to remove, especially language and body movement habits. The change in the teaching-learning situation is interesting to study, as well as the change of language and gestures of the teachers while teaching.

The teachers' language use and gesture while teaching is a unity that cannot be separated. The language used by the teachers highly determines the success of learning and the accomplishment of educational goals. Besides, the use of gestures in teaching is a 'sugar coating' with various meanings. The language style and gesture of the teacher is also personal characteristic. The teacher can be acknowledged for their way of talk and gestures. It has become an inseparable part of the teacher while they are teaching. The condition of online learning led the teacher to adapt their language style and gesture. Many teachers are shocked by the change, so many language styles and gestures, which are referred to as verbal and non-verbal behavior, emerged.

Therefore, it is interesting to know how was the teacher's verbal and non-verbal behavior during the Covid-19 pandemic. It is interesting to discover the new changes and behaviors of the teachers during their teaching process. So fascinating to know how the teachers adapted to the Covid-19 pandemic. A study concerning teachers' verbal and non-verbal behavior is fascinating to be conducted. Especially for elementary school students with high energy, it is interesting to know how the teachers handle the situation in the form of the teacher's verbal and non-verbal behavior. Therefore, the objectives of this study are (1) the forms and function of teacher verbal behavior (VB), (2) the form and function of teacher's non-verbal behavior (NVB), and (3) the comparison of the emergence of teacher's verbal and non-verbal behavior during the online learning. It is a case study with the subjects of teacher's class VI at SDN 21 Dangin Puri, Denpasar.

RESEARCH METHOD

This study used a descriptive research design to describe the teacher's verbal and non-verbal behavior during online learning at SDN 21 Dangin Puri, Denpasar. This method was chosen since the researcher did not manipulate or make up the condition. The research condition was natural without any manipulation.

The subject of this study was the teacher of class VI at SDN 21 Dangin Puri, Denpasar. This subject was chosen because the researcher wanted to observe in detail a specific phenomenon that happened in the teaching-learning process during the Covid-19 pandemic. Another reason is to study a unique case at SDN 21 Dangin Puri. The teacher of Class VI was chosen because the interaction between the teacher and students had been done for five years, so so it means that they had many more interactions compared to other classes. The choice of one subject was also based on the social distancing rule that causes the research could be done on one teacher. Meanwhile, the object of this research was the teacher's verbal and non-verbal behavior during the online learning process.

This research used some methods in collecting data. Each method was used to get data that supported each other. The first method was observation. This method was used to fully describe the learning process. The instrument for this method was an observation sheet. This observation sheet was used as a guide to observe and record specific events so there would be no event that was missed. The second method was recording. This method records the teacher's verbal and non-verbal behavior during the online learning at SDN 21 Dangin Puri. This recording was also used to document the data. The third method was an interview. This interview was used to ensure the teacher's goal and objective when implementing verbal and non-verbal behavior. The instrument was a list of interviews. It was an unstructured question.

Based on the approaches used in this research, there were two data analyses: descriptive qualitative and descriptive quantitative. The descriptive qualitative analysis was used to analyze the form and function of verbal behavior and the types and functions of non-verbal behavior. Meanwhile, the descriptive quantitative analysis was used to analyze the emergence of non-verbal behavior in the teacher's verbal behavior. The quantitative emergence of the teacher's non-verbal behavior applied to the teacher's verbal behavior was based on the speech acts. The data collected in this research was done through recording. Therefore, the categorization and abstraction of the data from the recording were transcribed into writing form and then analyzed. The categorization and abstraction were continuously conducted along with the data collection without waiting for the end of data collection until the data was saturated.

FINDINGS AND DISCUSSION

Findings

The Form and Function of Verbal Behavior Emergence

Verbal behavior (VB) in this study refers to a behavior or communication act in the form of words used by the teacher in online learning at SDN 21 Dangin Puri. This verbal behavior is a speech act uttered by the teacher while teaching, so the form and function of the VB refers to the form and function of the speech act.

The form of VB reviewed in this research is the form of speech act when the teacher taught. The form of VB was reviewed from the perspective of the form of speech act proposed by Wijana, consisting of declarative speech act, interrogative speech act, and imperative speech act. Meanwhile, the function of VB in this research refers to a function of speech act proposed by Searle, consisting of the assertive, directive, commissive, expressive, and declarative speech act. These five speech act functions, in this case, categorized into macro functions, could be divided into micro functions.

The emergence of the macro and micro form and function of the teacher's VB in online learning at SDN 21 Dangin Puri can be seen in the following Table 1:

Table 1. The Form and Function of VB Frequency in Online Learning

Function of VB	The Form of VB			Total	Function Percentage
	Declarative	Interrogative	Imperative		
ASSERTIVE					
1. Showing	4	-	1	5	5.75%
2. Giving Information	5	-	-	5	5.75%
3. Explaining	8	-	-	8	9.20%
4. Giving Opinion	3	-	-	3	3.45%
5. Mentioning	2	-	-	2	2.30%
6. Concluding	3	-	-	3	3.45%
7. Comparing	2	-	-	2	2.30%
8. Giving Example	4	1	1	6	6.90%
9. Scoring	4	-	1	5	5.75%
10. Detailing	1	-	-	1	1.15%
Total	36	1	3	40	45.98%
DIRECTIVE					
1. Welcoming	3	-	-	3	3.45%
2. Suggesting	4	-	2	6	6.90%
3. Telling	-	1	7	7	8.05%
4. Asking	1	-	3	5	5.75%
5. Inviting	-	-	1	1	1.15%
6. Prohibiting	-	-	3	3	3.45%
7. Questioning	-	10	-	10	11.49%
8. Giving Advice	2	-	-	2	2.30%
9. Demanding	1	-	-	1	1.15%
Total	12	11	16	38	43.68%
COMMISSIVE					
1. Promising	1	-	-	1	1.15%
2. Threatening	2	-	-	2	2.30%

Total	3	0	0	3	3.45%
EXPRESSIVE					
1. Greeting	1	-	-	1	1.15%
2. Praising	1	-	1	2	2.30%
3. Complaining	1	-	-	1	1.15%
4. Blaming	1	-	-	1	1.15%
Total	4	0	1	5	5.75%
DECLARATIVE					
1. Permitting	1	-	-	1	1.15%
Total	1	0	0	1	1.15%
Total	55	12	20	87	
Percentage of the Form	63.22%	13.79%	22.99%		100%

The above data is the result of the triangulation test that the researcher conducted. Table 1 show that all speech act forms proposed by Wijana emerged in an online learning activity at SDN 21 Dangin Puri. Successively, the frequency of the emergence is as follows:

1. The declarative emerged 55 times (63.22%)
2. The imperative emerged 20 times (22.99%)
3. The interrogative emerged 12 times (13.79%)

Table 1 shows that of the three forms of speech act proposed by Wijana, the form that emerged in the highest frequency was the declarative form, and on the contrary, the interrogative form emerged in the lowest frequency.

The function of the teacher's VB, as shown in Table 1, is clearly that all macro functions as proposed by Searle emerged in the online learning activity at SDN 21 Dangin Puri. Successively, the frequency of the emergence is as follows:

1. The assertive function emerged 40 times (45.98%)
2. The directive function emerged 38 times (43.68%)
3. The expressive function emerged five times (5.75%)
4. The commissive function emerged three times (3.45%)
5. The declarative function emerged one time (1.15%).

Based on table 1 above, it can be seen that the highest frequency emerged on the assertive function and the lowest frequency emerged on the declarative function.

Verbal Behavior in Declarative Form

A declarative form is an utterance that is commonly in the declarative form to convey information from the speaker to the speech partner. As long as the observation was conducted by the researcher, the declarative utterances emerged 55 times or 63.22%. From these 55 utterances, 36 declarative utterances had an assertive function, 12 declarative utterances with a directive function, three declarative utterances with a commissive function, and four declarative utterances with a commissive had an expressive function, and 1 declarative utterance that had a declarative function.

Verbal Behavior in Imperative Form

An imperative speech act is an utterance commonly used to order someone and usually marked by the use of exclamation marks in writing. In this research, the form of imperative VB emerged 20 times or 22.99%. From these 20 utterances, 3 imperative utterances had an

assertive function, 16 imperative utterances with a directive function, and 1 imperative utterance with an expressive function.

The Interrogative Form

The third form of the VB is the interrogative form that is commonly used to ask, so in writing, it is completed with a question mark. In the observation conducted by the researcher, the interrogative form emerged 12 times, or 13.79%. Of these 12 utterances, there was 1 interrogative utterance that had an assertive function, 11 interrogative utterances had a directive function.

The Types and Emergence of Non-verbal Behavior

Based on the observation conducted by the researcher on the teacher’s non-verbal behavior (NVB) in online learning activity at SDN 21 Dangin Puri, it was found that types of the NVB that accompanied VB consist of (1) Head Movement (HM), (2) Hand Movement (HnM), (3) Expression, (4) Head and Hand Movement (HHnM), (5) Head Movement and Expression (HM and Expression), (6) Hand Movement and Expression (HnM and Expression), and (7) Head, Hand Movement and Expression (HMHnM and Expression). The hand in this research refers to limb from elbow to fingertips or wrist to fingertips (Moeliono, 1998:897).

Table 2. The Types and Function of Teacher’s NVB Emergence Frequency in Online Learning at SDN 21 Dangin Puri

Types of NVB	Function					Total
	Completing	Emphasizing	Replacing	Completing & emphasizing	Completing & managing	
HnM	2	1	1	4	-	8 (29.63%)
HM	1	-	-	-	-	1 (3.70%)
HMHnM	-	1	-	1	-	2 (7.41%)
Expression	1	-	-	1	-	2 (7.41%)
HnM and Expression	1	2	-	7	-	10 (37.04%)
HM and Expression	-	-	-	-	1	1 (3.70%)
HMHnM and Expression	-	-	-	2	1	3 (11.11%)
Total	5 (18.52%)	4 (14.81%)	1 (3.70%)	15 (55.56%)	2 (7.41%)	27 (100%)

Description:

- NVB : Non-verbal Behavior
- HnM : Hand Movement
- HM : Head Movement
- HMHnM : Head and Hand Movement.

Consecutively, based on Table 2, the frequency of the NVB emergence can be seen as follows:

- (1) HnM and expression emerged 10 times (37.04%)
- (2) HnM emerged 8 times (29.63%)
- (3) HMHnM and expression emerged 3 times (11.11%)
- (4) HMHnM emerged 2 times (7.41%)
- (5) Expression emerged 2 times (7.41%)
- (6) HM emerged 1 time (3.70%)
- (7) HM and expression emerged 1 time (3.70%).

Therefore, in general types of NVB that the teachers most frequently use to teach Indonesian speaking was a combination of Hand Movement (HnM) and expression in a total of 10 times (37.04%). The lowest frequency of the NVB was Head Movement (HM) and a combination between Head Movement and expression with 1 time (3.70%).

Comparison of the Emergence of Non-verbal Behavior that Accompanies the Verbal Behavior

The comparison of the emergence of non-verbal behavior that accompanies verbal behavior was reviewed from the observation of online learning and strengthened by an interview with the teacher. Concerning the observation, the unit of analysis that was used as the basis in describing the emergence of NVB in VB was the speech act. With this basis of analysis, quantitatively, there was an emergence gap of NVB that accompanied teachers' VB. It means that every utterance/ speech act was not accompanied by movement. Based on Table 1 and Table 2, Table 3 can be formulated based on the function of VB.

Table 3. Comparison of the Emergence of the NVB that Accompanies VB

Function of VB	Total of VB Function	The Emergence of NVB on Every VB Function	Percentage
Assertive	40	12	13.79%
Directive	38	14	16.09%
Commissive	3	-	0%
Expressive	5	1	1.15%
Declarative	1	-	0%
Total	87	27	31.03%

Based on Table 3, it is clear that from 87 teachers' VB, only 27 utterances were accompanied by NVB, so the percentage was only 31.03%.

The result of this observation was also supported by an interview with the teacher. The subject said that movement was not always used in the teaching process. The movement was reflexive, unconsciously done, and depended on the learning material. If a teacher used movement too much, the subject assumed the teacher was overacting. Properly, the movement is used in balance and only in certain moments when it is needed.

Discussion

The result of Table 1 shows that from the three forms of VB as proposed by Wijana, the form of VB that emerged in online learning at SDN 21 Dangin Puri, the declarative form of the VB emerged as the highest frequency, while the interrogative form emerged as the lowest frequency. Consecutively, the frequency of the VB emergence can be seen as follows:

1. The declarative form emerged 55 times (63.22%)

2. The imperative form emerged 20 times (22.99%)
3. The interrogative form emerged 12 times (13.79%)

The high emergence of declarative form cannot be separated from the utterance situation, i.e., in a virtual learning situation of the teacher to the students. In this situation, the goal of the teacher's communication was to convey teaching material or lesson to the students in the form of statements containing information to the students.

The second highest emergence was imperative VB. This finding shows that besides giving information in the form of statements, the teacher also used commanding speech acts to the students. Imperative speech act is an utterance used by the speaker to command the listener to do an action. This imperative speech act emerged when the teacher asked the students not to be noisy, commanded the student to high up the speaker volume, or prohibited students from doing something. In the context of teaching the students, the teacher acquires a right to manage the students for the sake of the learning process. The teacher manages students' behavior by using imperative speech acts.

The lowest emergence was interrogative VB. This finding shows that although the teacher conveyed much information and managed the students, he also supposes to appreciate the students by giving them a chance to deliver their ideas. The form of interrogative is a form of speech act that is used by the speaker to ask an explanation, description, or deliver a question to the listener. The teacher used this form when asking about students' comprehension related to the material. It also emerged when the teacher demanded an explanation of students' presentations or when the teacher brainstormed with the students before explaining the material. It also emerged when the teacher conducted a verbal evaluation by interviewing the students.

Table 1 shows that the five functions of speech act by Searle emerged in the teacher's VB in online learning at SDN 21 Dangin Puri. From these five functions, the highest frequency emerged on the directive function, and the lowest frequency emerged on the declarative function. Consecutively, the emergence of VB can be seen as follows:

1. The assertive function emerged 40 times (45.98%)
2. The directive function emerged 38 times (43.68%)
3. The expressive function emerged 5 times (5.75%)
4. The commissive function emerged 3 times (3.45%)
5. The declarative function emerged 1 time (1.15%).

The high emergence of assertive function cannot be separated from the situation of the research, i.e., in teaching learning situations. In this situation, the purpose of teacher communication is to deliver the material to the students. Delivering this material or lesson is intended to bind the students to the truth delivered by the teacher. The teacher conveys the material or information to the students based on the truth and theory or the learning material. The delivered material was expected to be a message for the students to practice. It is in line with the essence of assertiveness, i.e., a speech act that binds the speakers in the truth that has been uttered, such as explaining, conveying information, showing, delivering the opinion, concluding, mentioning, comparing, giving an example, and detailing.

The second highest emergence was the directive speech act. This finding shows that besides binding the students to the truth that has been conveyed, the teacher must also train the students to relate to the given material. The teacher trained the students by conveying guidance on actions that should be done in practice. It is in line with the essence of the directive, i.e., a speech act that is intended to make the listener do an action as mentioned in the utterance, such as welcoming, asking, telling, suggesting, demanding, prohibiting, inviting, giving advice, and questioning.

The third highest emergence of the VB function was the expressive function. However, the teacher conveyed information and commanded the students, yet the teacher was still human with his feeling. In the teaching process, the teacher showed his feeling as well, both in positive and negative feelings, such as praising, blaming, greeting, or complaining. There were various actions of the students that could trigger the teacher's feelings. It is in line with the essence of expressive speech act, i.e., expressing or conveying the speaker's psychological attitude on the explicit condition in the utterance.

The speech act with commissive function emerged as the second lowest emergence before the declarative speech act. It is because the teacher was more focused on conveying information and managing students' attitudes compared to conveying something that will bind them in the future, as the essence of the commissive speech act. This speech act was used to bind the speakers to action in the future. In the teaching process, the utterances that functioned as commissive were promising and threatening. The teacher promised the students to give good scores if they were active in class.

The lowest emergence of the teacher's VB function was the declarative function. It happened considering the essence of the declarative function, i.e., a speech act that is meant to make the speaker create new things such as firing, hiring, naming, canceling, resigning, and allowing. The situation that was examined in this research was online learning at SDN 21 Dangin Puri. Logically, the above declarative micro functions would not emerge in this situation unless the teacher allowed the students to do something, and it was found by the researcher. The only teacher's declarative function emerged when the teacher allowed the students to go to the toilet in the middle of the teaching process.

The result in Table 2 that is related to the types and functions of teachers' NVB in online learning is described as follows. The type of NVB that mostly emerged when teachers conducted online learning was hand movement and expression with the NVB function of completing and emphasizing. Considering the type, the most frequent NVB type that was used by teachers was hand movement and expression. First, compared to head movement, the hand is a dynamic part of the body. Dynamically, the hand can be moved to the front, back, sideways, up, and down. Second, compared to the head, hand movement has more various movements. In general, the hand movement could be differentiated into one-hand movement and two-hands movement. Third, facial expression is one of the NVBs that easily change based on the teacher's situation and condition as well as the surrounding. The art of teaching is acting that is strengthened with facial expressions.

Reviewed from the function, the teacher's NVB was mostly implemented to complete and emphasize VB. It was found based on the interview of the teachers. The teacher's movement in teaching was based on the situation and condition in class as well as the material being delivered. Therefore, the teachers sometimes did a movement in teaching as a function to complete and emphasize the meaning of the utterances. Essentially, NVB was used mostly to complete and emphasize the utterance in the teaching process.

The result in Table 3 concerning the comparison of NVB emergence that accompanies teachers' VB is described as follows. The result of Table 3 shows that not all teachers' VB in online learning is accompanied by NVB. The teacher mostly used VB compared to NVB. This finding is in line with the research conducted by Sriasih, et.al., Suandi, et.al., and Diarsa. Some considerations may describe these findings. First, as stated in the title of this research, it concerns VB and NVB. However, the position of NVB of this research is not independent, separated from VB, yet it accompanies the VB. It means that NVB is a complement to VB. Therefore, a NVB that is separated from VB is not a part of this research. Second, inseparably from the interview of the teacher, who assumed that they do not always use movement while teaching, the movement depends on class situation and condition as well as the material being delivered. If the material that is being delivered is easier to be understood by students by the

movement, the teachers will do. The teacher did not do much movement because it would be considered overacting and irritating. This research finding shows that the essential thing in communication is the language used by the speaker, non-verbal behavior (movement) should be considered as long as the NVB is functional and in accordance with local culture.

CONCLUSION AND SUGGESTION

Based on the research finding, it was found that the form of teacher's verbal behavior in the online learning at SDN 21 Dangin Puri consisted of three forms with five macro and micro functions based on the teaching context. There were also seven types of teachers' non-verbal behavior with their own emergence frequencies. Furthermore, there were five functions of non-verbal behavior that accompanied teachers' verbal behavior in online learning. The emergence of verbal behavior was not always accompanied by non-verbal behavior. The emergence of non-verbal behavior is also a reflection of direct teaching habits as well as the form of self-expression in learning.

The suggestion based on this research is that the teachers in Covid-19 pandemic could adapt their verbal and non-verbal behavior in the teaching. The verbal and non-verbal behavior is also functional to maintain the online learning on track and all of the learning objectives are achieved.

REFERENCES

- Borg, James. 2009. *Buku Pintar Memahami Bahasa Tubuh*. Yogyakarta: Think
- De Vito, Joseph A. 1996. *Human Comunication*. New York: Harper Collins Publisher (Terjemahan oleh Agus Maulana. 1997. *Komunikasi Antarmanusia*. Jakarta: Professional Books)
- Diarsa, I Nyoman. 2010. *Perilaku Verbal dan Nonverbal Guru Praktik Komputer di SMK Negeri Singaraja*. Singaraja: Universitas Pendidikan Ganesha.
- Duranti, Allesandro. 2000. *Linguistics Anthropology*. University Press
- Effendy, Onong Uchjana. 1981. *Dimensi-dimensi Komunikasi*. Bandung: Alumni
- , 1992. *Dinamika Komunikasi*. Bandung: PT Remaja Rosdakarya.
- , 2005. *Ilmu Komunikasi, Teori dan Praktik*. Bandung: PT. Remaja Rosdakarya.
- Ibrahim, Syukur. 2005. *Kapita Selekta Pragmatik*. Malang: Universitas Negeri Malang.
- Leech, Geoffrey. *The Principles of Pragmatics atau Prinsip- prinsip Pragmati*, terj. M.D.D. Oka. 1993. Jakarta: Universitas Indonesia.
- Moleong, Lexy J. 2004. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Richard, Jack C. 1995. *Tentang Percakapan*. Terjemahan Ismari. Surabaya: Airlangga University Press.
- Searle, John R. 1979. *Taxonomy of Illocutionary Act*. Dalam Martinich A.P. *The Philosophy of Language*. 2001. Fourth Edition. New York: Oxford University Press.
- Sriasih, Sang Ayu Putu dkk. 2006. *Perilaku Verbal dan Nonverbal dalam Aktivitas Seni Mabebasan di Bali*. Singaraja: Universitas Pendidikan Ganesha.
- Suandi, I Nengah. 2008. *Pengantar Metodologi Penelitian Bahasa*. Singaraja: Universitas Pendidikan Ganesha
- , 2009. *Keserasian Tindak Komunikasi Verbal dan Tindak Komunikasi Nonverbal dalam Pemakaian Sor Singgih Bahasa Bali*. Singaraja: Universitas Pendidikan Ganesha.
- , 2010. *Strategi Memadukan Komunikasi Verbal dan Nonverbal*. (Orasi Pengenalan Jabatan Guru Besar Tetap dalam Bidang Linguistik pada Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha).
- Sugiyono. 2006. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sumarsono. 2007. *Pragmatik*. Singaraja: Undiksha
- , 2008. *Sosiolinguistik*. Yogyakarta: SABDA

- Suwanto, Yohanes. 2004. Pragmatik, (online). Blog Archive.htm. Diakses pada tanggal 18 Oktober 2009
- Suwito, Umar. 1989. Komunikasi untuk Pembangunan. Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
- Wendra, I Wayan. 2009. Penulisan Karya Ilmiah. Singaraja: Universitas Pendidikan Ganesha.
- Wijana, Dewa Putu. 1986. Dasar-dasar Pragmatik. Yogyakarta: ANDI