

Kindergarten Teachers' Directive Speech Acts for Parenting towards their Students In the Teaching-Learning Process in Yogyakarta

Surono

Doctoral Program of Linguistics Department
Universitas Sebelas Maret Surakarta
Indonesia
surono@pbi.uad.ac.id

Sumarlam

Universitas Sebelas Maret Surakarta, Indonesia
sumarlam@staff.uns.ac.id

Tri Wiratno

Universitas Sebelas Maret Surakarta, Indonesia

Sri Marmanto

Universitas Sebelas Maret Surakarta, Indonesia

Abstract—This preliminary study is intended to find out the types of directive speech acts produced by the kindergarten teachers for parenting towards the students, to know the sentence types used by the teachers in the directives and to reveal the lingual and nonlingual markers are indicating the parenting for the kindergarten students by their teachers. The underlying theories of pragmatics, pragmalinguistics, parenting, and parenting language were used as the basis for solving the problems. This research belongs to ethnographic qualitative type. The research object is directive speech acts, while the research subject is the kindergarten teachers from six kindergartens in Yogyakarta plus two others outside the city. The data were gathered by using a passive participant observation method followed by recording and noting techniques. Meanwhile, Spradley's model of data analysis was used to analyze the data, namely the procedural analysis and the lingual analysis. Pragmatic identity method was used in the lingual analysis. The research findings show that the types of directive speech acts produced by the kindergarten teachers for parenting towards their students consist of singing, guiding, commanding, requesting, suggesting, forbidding, inviting, and addressing or greeting. Guiding was the commonest type used by the teachers for parenting. Although having less pragmatic force, the kindergarten students were also ordered by the teachers by using various types of sentence, namely imperative, declarative, and interrogative. Concerning the lingual markers, with given reasons, the terms *lho*, *(h)ayo*, *ya* and passive imperative forms were very commonly used by the teachers to more politely ask the students to do something. Meanwhile, the teachers' specific bodily actions while moving surrounding the class were most dominantly used by the teachers as the nonlingual markers for doing parenting for the kindergarten students. Whatever forms of directive speech acts produced by the kindergarten teachers, either polite or seemingly impolite, are aimed at doing parenting for the students.

Keywords—directives; speech acts; pragmalinguistics; parenting; parenting language

I. INTRODUCTION

The language is used by a speaker to interact verbally and nonverbally with interlocutors to achieve various purposes. Verbal interactions always occur when two parties meet in whatever situations including the meeting between the teachers and the students of a kindergarten. As the authoritative party, the teachers control and dominate the interaction. That is why the focused investigation on the kindergarten teachers' directive speech acts in teaching-learning process is importantly required to do. Concerning the interaction between the kindergarten teachers and students, it can be understood that both have different powers which then lead to the various and dominant appearance of speech acts. The face-to-face verbal interaction among the kindergarten teachers and the students show the specific utterances which can be pragmatically analyzed. The specialties can be seen in terms of the directive type, its frequent appearance, the pragmalinguistic aspect, and the purpose and function of the directives. They should be framed in parenting for the students. The functions of parenting greatly influence how children develop (Arendell, 1997 cited by Mahama, et al., 2018). Mahama, et al. (2018) reported that there was a positive correlation between paternal parenting approaches and pupil's classroom reinforcement/motivation. Such a correlation can also be shown by the

kindergarten teachers in and outside Yogyakarta when having verbal interaction with their students in the teaching-learning process.

The kindergarten students require guidance from their environment, including the teachers in the forms of speech acts, especially directives, which can take imperative, declarative, and interrogative modes. The students also still require parenting in their mental and social growth process, which can be achieved through the use of parenting language in the forms of directives. Moreover, whatever forms of utterance produced by the kindergarten teachers are realized for the sake of parenting for their students.

Teachers' directives for parenting can be realized through nonverbal and verbal behaviors. The authoritative pattern of parents or teachers is the most optimal parenting style, which produces the most normal and healthy behavior to the child (Laboviti, 2015). So, the parenting styles influence on reaching the identity in teenage and children (see Alizadeh, et al., 2011). Parenting language has some characteristics (Dardjowidjojo, 2003), which kindergarten teachers are supposed to apply, including the ones in Yogyakarta. Furthermore, their social backgrounds like religion and culture, the kindergarten missions, location, and status can also influence the various sorts of directives. To know how they work in the frame of parenting through parenting language requires further research. From those problems, important points can be inferred.

II. LITERATURE REVIEW

A. Pragmatics and pragmalinguistics

Pragmatics is the study of how a language is used and how it is integrated into a context. This is in line with what is stated by Levinson (1983), who says that pragmatics is the study of the relationship between language and context, which are grammaticalized and encoded in the structure of language. In other words, the pragmatic force depends on the context in which the utterances are produced in a speech event and speech situation which consists of addresser and addressee, the context of an utterance, the goal of an utterance and the utterance as a form of act or activity (Leech, 2014). Additionally, pragmatics is the study of how more is communicated than is said, as well as the study of the expression of relative distance in speech (Yule, 2011, p. 3).

The language users use the terms pragmatic skill and pragmalinguistic skill to refer to linguistic skill to choose the interaction contextually appropriate vehicles. Specifically, the skill shows the language users' ability to interpret, choose, and use the speech act strategy determined conventionally, socially, and culturally. Leech (1983:11) states pragmalinguistics is the study of specific language resources to show the illocutionary acts, one of which is the directive speech act. Then, Ernest Peter (2002) cited by Ivanovska et al. (2015) says, "Pragmalinguistics is the science of the use of linguistic signs." To sum up, pragmalinguistics studies the following points: (a) the pragmatic properties of an utterance, e.g. the use of words, sentences, and expressions and the use of the linguistic units; (b) the pragmatic rules and functions of the linguistic units; (c) something related to specific extralinguistic situations; (d) something related to specific social purposes; and (e) something related to the speakers and interlocutors seen contextually.

Pragmatics discusses many topics. One of them is speech acts. The pragmatist divides the kinds of speech acts differently but completing one another. Austin (1962) divides speech acts into five, namely verdictive, excessive, commissive, behabitive, and expositive (lecture XII, pp. 147 – 163). Searle (1975a cited by Huang, 2007) divides speech acts into five but in a bit different kind, namely commissive, assertive, directive, expressive, and declarative (cf. Leech, 1983 and Kreidler, 1998)

B. Directive Speech Acts

Directive speech acts are a kind of speech act which demands the speakers' attempts to or not to do something being requested or commanded by the speakers (Kreidler, 1998; Searle cited by Huang, 2007). A speaker who produces directives is commonly that of having more authoritative power and believing that the interlocutor has an ability to do what the speaker requests. In other words, the speaker has to consider the felicitous conditions when producing directive speech acts.

In terms of the sentence modes, the directives can take the forms of declarative, imperative, and interrogative sentences. The imperative mode has the strongest directive force compared to declarative and interrogative modes. However, the less directive force even positively affects the higher degree of politeness of the speech act because declarative and interrogative modes are indirect directives. However, it does not mean that the imperative mode indicates impolite speech acts.

The directives can have a function to influence the interlocutor's feeling and behavior. Ardianto (2013) summarized the research from Sinclair and Coulthard (1975) and Chaudron (1988) that directive speech acts are used to open and close the teaching and to explain the teaching material with various functions. Among the functions are to prepare and manage the class, to activate the students in the teaching and learning process, and to know the students' mastery of the materials being learned.

In general, directive speech acts are divided into three performative verbs, namely command, request, and suggestion each of which is divided into many different subtypes (Kreidler, 1983). In addition, Rustono (1999 cited by Sumarlam, Pamungkas, and Susanti, 2017) provides some performative verbs, as subtypes of directive speech acts, namely *forcing*, *inviting*, *requesting*, *ordering*, *asking*, *demanding*, and *challenging*. In kindergarten teaching and learning process, more subtypes of directive speech acts may appear such as singing, addressing or greeting, and so forth.

C. Parenting and parenting language

Bibi et al. (2013, cited by Khodadady and Hadizadeh, 2016) explain that parenting is “a complex activity.” This is so assumed because parents and other adults, including the kindergarten teachers, have to consider many aspects in doing the parenting since speaking in front of the children does not merely speak but also educate them. Yousaf (2015) says parenting is the process of promoting and supporting the emotional, social, and intellectual development of children, including the kindergarten students. The common partakers in parenting are the biological parents of the child and others like kindergarten teachers.

The language used by adult speakers (kindergarten teachers) to verbally interact with children is called parenting language (Dardjowidjojo, 2003). The parenting language which can be used in teaching-learning process has some characteristics, among others: (1) short sentences with reduction (Sumarsono, 2012), (2) high voice tone, (3) longer intonation, (4) slower rate of utterance, (5) repetition or redundancy, and (6) the use of more address terms (Dardjowidjojo, 2003). The parenting language is a variety of nonstandard language spoken by adult speakers when talking to toddlers and infants. However, the teachers tend to use more standard language because they teach the children in a formal situation, namely the class.

III. METHOD

This research belongs to qualitative type (Arikunto, 2002) with ethnographic frame (Santosa, 2017) because it was conducted to explain the factual phenomena of the language use of a speech community or a group of speech community without numeric data. Sumarsono (2012) explains that ethnography is the study of the society's or ethnic group's lives and cultures which involve the custom, habit, law, religion, and language. In this case, the factual language use refers to the directive speech acts of the kindergarten teachers in Yogyakarta in the teaching and learning process. Qualitatively, this research is aimed at investigating the phenomena of language used by the subjects in terms of speech acts holistically. The investigation was realized based on the natural context (Moloeng, 2005).

The research object is directive speech acts, while the research subject is the 11 teachers from six kindergartens in Yogyakarta which were taken purposively plus three teachers from two kindergartens outside Yogyakarta as the additional data sources. The eight kindergartens have different missions, namely private kindergartens (three Islamic, two Catholic, two general missions) and one state kindergarten. The data were in the forms of utterances belonging to directives. Then, the data were gathered by using a passive participant observation method followed by recording and noting techniques (Sudaryanto, 2015). Meanwhile, Spradley's model of data analysis (1980, translated by Elizabeth, 2007, and adapted by Santosa, 2017) was used to analyze the data adaptively. The analysis was conducted in two ways, namely the procedural analysis and the lingual analysis. Pragmatic identity method was used in the lingual analysis.

IV. RESULT AND DISCUSSION

The following are the results of data analysis. Due to the limited space, the presented data just serve as the samples, which showed more than they were. This also results in a brief discussion based on the parental aspects and the Indonesian and Javanese cultures.

A. Type of speech acts

1) *Singing*

Singing is one type of directive speech acts because just by singing the students were affected to do something. Singing, in general, is very commonly done in kindergarten teaching learning process whatever missions the kindergartens have. But, specific to directives, singing is just used to direct the students in specific activities. The following are the data samples.

- (1) Teacher (T): *Siapa yang anak hebat, tunjuk jari.* 'who are great, **raise your hand.** (children raise their hands)
: *Siapa yang anak oke, bilang oke.* 'Who are okay, **say okay.** (children say okay)
: *Siapa yang anak hebat, tangan di depan.* 'Who are great, **put your hands on the table.**' (Children put their hands on their own table and keep silent)
- (2) T : (bernyanyi 'singing') *Nina bobo, ooh Nina bobo. Kalau tidak bobo digigit nyamuk.*
'Nina, please sleep, oh Nina, please sleep. If you don't sleep, mosquitoes will bite you.'
- Student (S): (performing a sleeping girl by leaning her head on the table)
- (3) T : (bernyanyi 'singing') *Mas Ade, Mas Ade, di mana?* 'Bro Ade, Bro Ade, where are you?
Ade : *Di sini, di sini, apa kabar?* 'I'm here, I'm here, how are you?'
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- T : *Mas Amir.* 'Bro Amir'
T&S : *Mas Amir, Mas Amir di mana?* 'Bro Amir, Bro Amir, where are you?'
S : *Di Jakarta* 'In Jakarta'
T : *Di Jakarta? Di Bogor...* 'In Jakarta? In Bogor...'

T&S : *Di Bogor, di Bogor, tidak tahu.* 'In Bogor, In Bogor, we do not know.'

(the singing is continuously done by mentioning all names of the children meant to check their attendance')

Datum (1) indicates a directive realized through singing. The teacher sang a song to ask the students to keep silent because they were noisy and finally they kept silent. It happened because, in the lyric, there were some directive forms. In contrast, if the teacher asked the students to keep silent just by directly directing or commanding them, they would not keep silent. Datum (2) tells that the teacher asked the students to perform how someone takes a rest or sleeps. After the teacher did, the students did the same thing. Singing can also be known from datum (3). By singing through mentioning all the students' names, the teacher asked them to show their presence or absence by singing, too. The absent students were informed in terms of the understood information. Singing as a type of directives varied according to the teachers' creativity not depending on the kindergarten missions, but certain songs were commonly sung similarly.

2) Guiding

Guiding is an activity done by a guide (teacher) in reference to the students so as to make them do what the teacher guides. This is commonly done by the teacher's initiating the activity, followed by the students without being asked. It means the initiation as the guidance serves as the directive. The teacher's initiation stopped when the students could continue the activity successfully. However, when the students failed to continue the activity, the teacher would guide them again until a target was achieved. Data (4)-(7) show the act of guiding.

(4) T : *Satu Al-Fatihah... 'one Al-Fatihah...'*

T&S : *Dua Al-Baqarah, tiga Ali-Imran, empat An-Nisa(dst.) 'two Al-Baqarah, three Ali Imran, four An-Nisa (etc.)*

(5) T : *Satu, Waahidun 'One, Wahidun.....'*

T&S : *Dua, Isnaani; Tiga, Tsalaatsatun; Empat, Arba'atun, (dst.) 'Two, Isnaani; Three, Tsalaatsatun; Four, Arba'atun..... (etc.)*

(6) T : *Yaa Allah....*

T&S : *Yaa Rahmaan, Yaa Rahiim, Yaa Malik, Yaa Quddus, (dst.)*

(7) T : *Ahad, Sunday....*

T&S : *Senin, Monday; Selasa, Tuesday; Rabu, Wednesday; Kamis, Thursday; Jumat, Friday; Sabtu, Saturday*

This type of speech act was mostly done by kindergarten teachers. Different teachers in different kindergartens did it differently in terms of the kindergarten missions and the teachers' creativity. Most often, the guiding was acted by the Islamic kindergartens. All the data above were showed by Islamic kindergartens; others with different missions show datum (7) in some modification. The guiding was realized to do the parenting for the students. In addition to making the students remember the knowledge, the teachers wanted them to acknowledge the values of *Al-Qur'an* and to get the English and Arabic understanding. Teachers' guiding also happened in all kinds of kindergartens when praying. The guiding was done every day and whenever necessary.

3) Commanding

Commanding is characterized by a short form of imperatives. The sense of commanding is seemingly rude. However, although it seems to be rude, it can lead to parenting, let alone it is done by the authoritative teachers to their early age students. This phenomenon can be seen in the following datum.

(8) T1 : *Ada apanya ini ya?* 'Look. What can you see?'

Duduk! Duduk! 'Sit down! Sit down!'

Duduk! Duduk! is a short form of imperative, and thus a command. The teacher asked the students to sit down. There are no other lingual markers accompanying the term *duduk*, which may make it belong to a different type of speech act. In short, datum (8) is a form of command.

4) Requesting

Requesting is similar to commands in the sense that requesting is more polite than commanding. The form of request is longer than commanding because commonly there are lingual markers. Here are the supporting data.

(9) T : *Ayo, anak pintar. Cepat tapi rapi.* 'Come on, smart kid. Hurry up but be neat.'

S : (the mentioned kid acts again after stopping and keeping silent)

T : *Ayo lenggah, lenggah. Sudah belum?* 'Please sit down, sit down. Finish?'

S : *Sudah.* 'Yes, I have.'

(10) T : *Yang cantik di sini. Yang cakep di sini. Bikin kereta satu-satu. Bikin kereta, hayo. Rambutnya dibasahi dulu ya, Nak, ya.* 'The beautiful're here. The handsome're here. Form a train-like queue. Please do. Wash your hair first, Kids, will you?'

S : (The children form two train-like queues, one for females and one for males)

The Indonesian and or Javanese forms like *Ayo, anak pintar. Cepat tapi rapi* (9), *Ayo lenggah, lenggah* (9), and *Yang cantik di sini. Yang cakep di sini. Bikin kereta satu-satu. Bikin kereta, hayo* (10) serve as requesting that contains more polite sense. The Indonesian *Cepat tapi rapi* preceded by *Ayo, anak pintar* (9) and the declarative form (10) indicate a request with polite

sense. Then, the Javanese term *lenggah* is a polite variety. In short, they are requesting. This type of speech act was commonly done by all the kindergarten teachers with different missions since those utterances are common and give no specific senses. It is common to occur in and outside Yogyakarta with Javanese cultures.

5) Suggesting

This type of speech act requires the speaker to ask the listener to do or not to do what the speaker suggests. But, referring to data (11)-(12), in a kindergarten teacher-student relationship, the suggestion had to be done by the students since it was given by the authoritative teacher for parenting (11). However, a refusal could also occur (12). Asa as a student refused the teacher's suggestion to shake hands with Ori as a symbol of peaceful relationship after they fought and after Asa disturbed Ori in child manner. In Javanese culture, it is called *kerengan* 'fight'. *Kerengan* was often done by the kindergarten students during the teaching learning process, but it did not affect certain behaviors significantly. In this case, the teacher's role for parenting is demanded by producing the parenting language. This speech act could occur without considering the kindergarten missions.

(11) T1 : ***Tidak boleh ketinggalan lho ya*** 'Don't work slowly, will you? *Iki bulet (anak menirukan). Sudah belum?* 'It's round (students repeat). Finish'

S : Sudah 'Yes, I have'

(12) T : ***Tidak boleh ganggu sama temen. Asa salim sama Ori.*** 'Don't disturb your friend. **Asa and Ori, please shake hands.'**

Asa : (not caring his teacher's request to shake hands with Ori)

T : **Asa, Asa, Asa.** (while approaching Asa because of disappointment, but the teacher's voice tone is low enough)

S : (Asa still does not want to shake hands with Ori)

T : (leaving Asa with disappointment, seen from her face)

6) Forbidding

Forbidding children is a part of parenting when it is realized in a good way. This also happened to kindergarten teachers. In a certain case, to prevent a negative effect, a teacher had to forbid the students for the sake of their peace or safety. Data (13)-(14) are examples.

(13) T : ***Ora pareng lari-lari lho nggih. Tidak boleh lari-lari. Buat kereta.*** 'Don't run here and there, will you? **Form a train-like queue.'**

S : (Form a train-like queue dan walk slowly)

(14) T : ***Tidak boleh ganggu sama temen. Asa salim sama Ori.*** 'Do not disturb your friend. Asa and Ori, please shake hands.'

Asa: (Stopping disturbing)

In (13), the forbiddance was given twice in Javanese and Indonesian due to its importance and cultural reasons. When the teacher conducted outdoor activity in the yard to have a game, the students ran here and there and difficult to control; then, the teacher forbids just to make them safe. Meanwhile, in (14) after disturbing his friend, Ori, Asa were forbidden by the teacher not to disturb him because disturbing someone else is a bad manner. This is the point of parenting. Therefore, ***Ora pareng lari-lari lho nggih. Tidak boleh lari-lari*** and ***Tidak boleh ganggu sama temen*** are forms of forbidding speech act for parenting.

7) Inviting

Inviting is a method of encouraging people (students) to join or do an activity. This is a form of directive. In giving a directive, a teacher can invite the students to do something. It can be proved in at least datum (15). Although, rarely happening, it is an effective directive. In (15), after drawing the rainbow, the students were invited by the teacher to count the number of rainbow colours. The parental aspect of this activity was to practice or learn to count. This speech act could occur in all kinds of kindergarten.

(15) T : *Gambar apa ini?* 'What picture is it?'

S : *Pelangi* 'Rainbow'

T : ***Kita hitung sama-sama.*** 'Let's count it together'

T&S : ***Satu, dua, tiga, empat, lima, enam, tujuh, delapan.*** 'one, two, three, four, five, six, seven, eight.'

8) Addressing or greeting

Another different type of directive speech act in kindergartens is addressing or greeting or vocation. Although it is still debatable, addressing by calling the student's name or greeting can affect him/her to do something based on the context. This can be understood from data (16)-(18).

(16) T : **Deo!** (in a high tone showing anger)

Deo : (keeping silent and sitting down)

(17) T & S : **Nabila! Nabila! Nabila! Nabila!** (The teacher says first followed by the children, then they together mention the child named **Nabila** repeatedly)

(18) T : **Halooo! Hello!** (greeting using higher tone)

S : (stopping noisy)

Just by calling the students' names, Deo, in (16) with a bit louder tone, the teacher meant to ask the student to keep silent and pay attention to not being noisy. Consequently, the student kept silent. In (17), the teacher and students repeatedly mentioned the name Nabila loudly to encourage her to do the competition with high spirit. It means addressing by mentioning the name repeatedly is a form of directive speech act because Nabila then did the competition in a greater spirit. Similarly, in (18) when the class was noisy, the teacher just greeted the students by saying "halooo" twice or three times depending on the situation. Finally, the students kept silent. Thus, all those forms in (16)-(18) are directive speech acts.

B. Types of sentence/modes of utterance

The discussion of this point is intended to prove that the kindergarten students have a pragmatic force, although in a limited scope. The sense of directive can be understood clearly through imperatives (8) and (9) as the direct directives. However, it does not mean that the indirect directives like declarative (19) and interrogative (20) forms cannot be understood by the early age kindergarten students. In fact, they did as it can be seen in the following data (19)-(20). All the data served as the directive speech act because the teachers' utterances influenced the students to do something. Based on the context, the students did not find it difficult to respond to the teachers' utterances in directive sense, either in imperative, interrogative, or even declarative forms. The bold utterances in (8) and (9) and (19)-(20) indicate the directives. They were not differentiated in terms of the kindergarten missions and all intended to do the parenting.

(19) T : **mBak Lila nutupi temannya yang di belakang.** 'Ms. Lia is blocking your friends sitting in the back'

Lia : (moving from her standing position)

(20) T : **Mau pilih yang mana dulu? Bebas.** 'Which one will you choose? You're free'

S : **Aku pilih yang itu.** 'I choose that one' (the student moved to the front of the class to choose the object)

C. The lingual and nonlingual markers of directive speech act

The lingual markers of directive commonly found in kindergarten teaching learning process were the terms *lho*, *(h)ayo*, *ya*, and the passive imperative forms. They were very commonly used by the teachers to more politely ask the students to do something. The terms *lho* (11) and (13), *ayo* (9), and *hayo* and *ya* (10) emphasized the politeness of the directive utterances. Then, the passive forms like *dibasahi* in *rambutnya dibasahi dulu ya* and *dikasih* in *dikasih sayapnya* also support the politeness sense of directives. Those lingual markers were often showed by the kindergarten teachers. These markers appeared not limited to one or two kindergartens. In the kindergartens with all missions the teachers possibly showed the lingual markers in their directives. These lingual markers, showing politeness, could serve as the parenting in the sense of speaking politely using any possible politeness markers.

It is very common that the kindergarten class situation is noisy or even very noisy, especially the lower class (level A). This demands the teachers to manage the class maximally so that the class is under control. To manage such a noisy class, it is not suggested that the teachers produce utterances like forbidding or commanding loudly. Even, this would be useless. That was why the teachers used their specific bodily actions while moving to surround the class and approaching the noisy students. They did it while explaining the lesson topic. It was most dominantly used by the teachers. As examples, two phenomena can be described here. First, when the teacher and the students were singing a certain song together, one of them was not singing. Then, the teacher approached him and touched his cheek and mouth to ask him to participate in the singing. Second, when one of the students sat run neatly and did not face to the teacher, she came to the student then arranged and repositioned his chair and made him sit on the chair and face to the teacher. This kind of activity was done by the teachers while explaining the lesson topic. Moreover, it can also be said to be one sort of parenting. Those phenomena occurred without considering the kindergarten missions.

V. CONCLUSION

There are seven types of directive speech acts produced by the kindergarten teachers in parenting their students, namely singing, guiding, commanding, requesting, suggesting, forbidding, and addressing or greeting. Guiding was the commonest type used by the teachers for parenting. Although having less pragmatic force, the kindergarten students were also ordered by the teachers by using various types of sentence, namely imperative, declarative, and interrogative. Concerning the lingual markers, with given reasons, the terms *lho*, *ayo*, *hayo*, and *ya* and the passive imperative forms were very commonly used by the teachers to more politely ask the students to do something. Meanwhile, the teachers' specific bodily actions while moving surrounding the class were most dominantly used by the teachers as the nonlingual markers for parenting towards the kindergarten students. In terms of certain objectives and functions, whatever forms of directive speech acts produced by the kindergarten teachers, either polite or seemingly impolite, are aimed at parenting for the students using any possible parenting language forms.

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