THE POLITENESS STRATEGIES OF CRITICIZING UTTERANCES BY THE STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

PUBLICATION ARTICLE

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in English Department

by:

KINANTHI WAHYU HANDAYANI
A320130119

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APPROVAL

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By:

Kinanthi Wahyu Handayani

A320130119

Approved by Consultant:

Consultant

Dra.Siti Zuriah Ariatmi, M.Hum.

NIK. 225

ACCEPTANCE

THE POLITENESS STRATEGIES OF CRITICIZING UTTERANCES BY THE STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Written by:
Kinanthi Wahyu Handayani
A320130119

Accepted by
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Muhammadiyah University of Surakarta

The Board Examiner:

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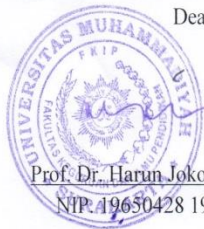
Prof. Dr. Harun Joko Prayitno, M. Hum
NIP. 19650428 199303 1 001

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I am the researcher, signed on the statement below:

Name	:	KINANTHI WAHYU HANDAYANI
NIM	:	A320130119
Study Program	:	Department of English Education
Title	:	The Politeness Strategies of Criticizing Utterances by Students of English Department of Muhammadiyah University of Surakarta

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A20130119

THE POLITENESS STRATEGIES OF CRITICIZING UTTERANCES BY THE STUDENTS OF ENGLISH DEPARTMENT AT THE FIRST SEMESTER MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Kinanthi Wahyu Handayani, Siti Zuriah Ariatmi

Department of English Education

University of Muhammadiyah Surakarta

Jl. A Yani Tromol Pos 1 Pabelan, Kartasura, Surakarta

e-mail: kinanti.cinan@yahoo.com

Abstrak

Penelitian ini bertujuan untuk menjelaskan: (1) strategi kritik dalam ujaran mengkritik dan (2) strategi kesopanan dalam mengkritik. Data yang di gunakan didalam penelitian ini adalah ujaran mengkritik yang digunakan oleh mahasiswa semester satu di Universitas Muhammadiyah Surakarta. Tehnik dalam pengumpulan data megunakan model DCT. Tehnik dalam menganalisis data adalah reduksi, analisis data, dan penyimpulan.

Data dianalisis menggunakan strategi mengkritik oleh Nguyen dan strategi kesopanan oleh Brown and Levinson. Bedasarkan data analisis, peneliti menemukan (1) terdapat sebelah strategi yang digunakan oleh siswa, yaitu: permintaan untuk berubah 31%, evaluasi negatif 8%, mengindentifikasi masalah 5%, menasehati untuk berubah 3%, bertanya/mengisyaratkan 3%, menuntuk untuk berubah 3%, mensugensti untuk berubah 3%, menyampaikan konsukensi 2%, penolakan 1%, petunjukan 1%, pernyataan kesulitan 1% dan 34% ujaran tidak termask dalam strategi mengkritik apapun. Terdapat juga 32% dari ujaran-ujaran siswa mengunakan strategi mengkritik yang tepat dan 68% dari ujaran-ujaran siswa mengunakan strategi mengkritik yang tidak tepat karena siswa gagal memilih strategi yang tepat dalam hubungan properti kekuatan, jarak dengan pendengar dan keseriusan kasus yang membuat mereka terlalu sopan dan tidak sopan, (2) terdapat empat strategi kesopanan yang digunakan oleh siswa, yaitu: strategi *bald on record* 36%, strategi kesopanan positif 14%, strategi kesopanan negatif 11%, strategi kombinasi 6%, strategi *bald off record* 2%, 31% ujaran siswa tidak termasuk didalam strategi kesopanan. terdapat juga 27% ujaran-ujaran siswa mengunakan strategi kesopanan yang tepat dan 73% ujaran-ujaran siswa mengunakan strategi kesopanan yang tidak tepat karena siswa gagal memilih strategi yang tepat dalam hubungan properti kekuatan, jarak dengan pendengar dan keseriusan kasus terlalu sopan dan tidak sopan.

Kata kunci: ujaran mengritik, strategi mengritik, strategi kesopanan.

Abstract

This research is aimed at describing (1) criticism strategy of criticizing utterances and (2) politeness strategy of criticizing utterance. The data used in this research are utterances used by the students of the first semester of English department of Muhammadiyah University of Surakarta. The technique of collecting data is DCT model. The techniques of analyzing data are reduction, analysis and conclusion. The data are analyzed by using criticism strategy of Nguyen and politeness strategy of Brown and Levinson.

Based on the data analysis, the researcher found that: (1) there are eleven criticism strategies used by students, namely: request of change takes 31%, negative evaluation 8%, identification of problem 5%, advice of change 3%, asking/presupposing 3%, demand of change 3%, suggestion of change 3%, consequences takes 2%, disapproval takes 1%, other hint takes 1%, statement of difficulties takes 1% and 34% utterances are not belonging to any criticism strategy. There are 32% utterances of the students used appropriate criticism strategy and 68% utterances of the students used inappropriate criticism strategy because the students fail to choose appropriate strategy in relation with power property, distance of the hearer and the seriousness of the case that makes them are over polite and impolite, (2) there are five politeness strategies used by the students namely: bald on record strategy takes 36%, positive politeness strategy takes 14%, negative politeness strategy takes 11%, combination strategies takes 6%, bald off record strategy takes 2% and 31% utterances are not belong to any politeness strategy. There are 27% utterances of the students used appropriate politeness strategy and 73% utterances used inappropriate politeness strategy because the students fail to choose appropriate strategy in relation with the power property of the speaker, the distance among the speaker and the hearer, and the seriousness of the case that makes them are over polite and impolite.

Keywords: criticizing utterance, criticism strategy, politeness strategy.

1. Introduction

Everyday people are always humming with communication; it is playing a vital role in daily life because without communication person cannot reach to their goal. Wood (2004) states "communication is a systemic process in which individuals interact with and through symbols to create and interpret meanings". Meanwhile, according to Keraf (1986) communication tool is language which is used by society in the form of a symbol of the sound produced by human vocal organs. In using language, people also need pragmatic competence; it is speaker awareness to use language appropriately.

In communication people also needs languange study because it often occurs social problems caused by languange. The etiquete of languange is important for the speaker, one of the etiquete of languange is politeness strategy. Brown and Levinson (1987) states "politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward the hearer". In conclusion, politeness is an instrument to show awarness of people's personality.

Pragmatic competence is knowledge of appropriate manner of using language in conformity with some purposes (Chomsky, 1993: 224). Pragmatic competence is important to the students learn about pragmatic competence because they life in society, it means they need to know using language appropriately in various situation.

This study focuses on the analysis of criticizing strategy and its politeness strategies. The researcher chooses criticizing because it has high risk than other utterances, such as complaining, admitting, confessing, etc.

There are some previous researches have been conducted by other research. The first previous study is research entitled A Socio Pragmatics Analysis of Criticism Utterances in Romance Manuscripts (2007). This research has purposes to describe the speaker's intentions, the reasons, and the politeness systems of criticism utterances. The data are criticism utterances in the form of words, phrases, and sentences that are taken from romance movie manuscripts; they are Ten Things I Hate about You, Runaway Bride, and Pretty Woman.

The findings in this research are nine intentions of criticism utterances. The intentions are to contradict, to advice, to mock, to order, to judge, to forbid, to satire, to remain and treat, and to blame. There are six reasons of criticism utterances; they are to show power, to show anger, to show disappointment, to show intimacy, to show solidarity, and to show astonishment. There are three politeness systems uses; they are bald on-record strategy, politeness strategy, and negative politeness.

The second research has done by Indriyani entitled Interlanguange of Criticism by Indonesian Learners of English (2014). This research has purposes are to analyze the criticism strategy, to describe hedging strategy, and to describe politeness strategy used by Indonesian learners of English. The findings of this research are two ways of criticism: direct criticism and indirect criticism. In direct criticism (48%) the writer found six strategies: (1) negative evaluation (15%), (2) disapproval (19%), (3) expression of disagreement (7%), (4) identification of problem (50%), (5) statement of difficulties (6%), (6) consequences (3%). While in indirect criticism (52%) the writer found nine strategies: (1) correction (5%), (2) indicating standard (7%), (3) demand for change (17%), (4) request for change (12%), (5) advice about change (10%), (6) suggestion for change (17%), (7) expression of uncertainty (2%), (8) asking/presupposing (19%), (9) other hints/sarcasm (11%). The writer also found three types of hedging strategy used: (1) strategy of indetermination (54%), (2) strategy of camouflage (5%), (3) strategy of subjectivisation (41%). There are four politeness strategies used: (1) bald on-record strategy (36%), (2) positive politeness strategy (26%), (3) negative politeness (16%), (4) off record (22%).

The third previous study is *Interlanguange Pragmatics of Criticism among the Students of SMA 2 Mejayan.* This research has purpose to explore the strategy of criticism employed by the students of SMA 2 Mejayan. This study applies descriptive qualitative research. The data in this research were collected by giving discourse completion task (DCT) to 40 students. The DCT comprises nine scenarios of situation which require the students to elicit criticism. The

document containing the data of criticism strategy then analyzed based on Nguyen strategy of criticism. The result of the analysis showed some findings. First, the participants tended to employ indirect criticism. Second, the strategy of negative evaluation, request for change, advice about change, and demand for change were dominantly applied over the others in almost status levels. However, some uses of the strategies were inappropriate. This may indicate that the pragmatic competence of the students about the target language is not good enough. This could be due to the lack of exposure about the target language.

The foruth has done by Widiana (2015). This research has aims to describe the pragmatic features of meme comics. Furthermore, the various topics of social criticism expressed in meme comics are analyzed based on sociopragmatics approach. Pragmatic equivalent method is applied to identify the pragmatic features of meme comics. Moreover, the similar method is also applied in analyzing the various topics of social criticism in meme comics. Based on its form of utterance, meme comics tend to use harsh utterances to deliver social criticism. Consequently, swear words and taboos are often found. Furthermore, the use of specific terms which frequently contain adult content makes this comic only appropriate for adult readers. Then, the context and setting of meme comics describe such a topic with simple pictures and words. The research also discusses various topics of social criticism found in meme comics. The topics include sex, gender, law, technology, and lifestyle. Basically, the topics of social criticism in meme comics reveal things which happen in daily life. Eventually, the social criticism may function as a satire for people to do introspection from the mistakes in life. Consequently, the social criticism could be a trigger for mental revolution among the society to live a better life.

The fifth has done by Hussein (2015). This research has aim is investigates the relationship between modern linguistics (in the guise of text linguistics, discourse analysis, pragmatics, transformational-generative linguistics, semantics, etc) and literary criticism, both theoretical and practical. By

grappling with these two questions – 'Is there a common denominator between linguistics and literary criticism?' and 'Are literary texts fully amenable to a strictly linguistic analysis' this journal article traces the historical development of modern linguistics from conventional linguistics and of literary theory from traditional literary studies, while contrasting conventional linguistics and traditional literary studies, and comparing text linguistics/discourse analysis and literary theory. Ultimately, the paper establishes 'text', 'discourse' and 'language' as commonalities between linguistics and literary criticism, and takes the stance in favor of the irreducibility of literary texts to exclusively linguistic methods and techniques of analysis.

The sixth previous study is international journal entitled Politeness Strategies in Pakistani Business English Letters: A Study of Opening and Closing. This research investigates the differences between Pakistani and American ways of using politeness strategies in *external* parts of business letters e.g. *Opening and Closing of the letter*. The Brown and Levinson (1987) model of politeness strategies has been adapted in the present research. The software ANTCONC 3.2.4 has been used as research tool in this study to calculate the frequent politeness strategies used in Pakistani Business English letters. This study is very insightful for teachers and learners regarding the usage of politeness strategies in business communication. The textbook writers can benefit from this research as it will acquaint them with the differences in the use of politeness strategies for
intra-national and international business communication.

This research has benefit on theoretical benefit, researcher hopes this research gives contribution to the linguistic study especially pragmatics including criticizing utterance and politeness strategies. Meanwhile, for practical benefit the result of this research could enrich the knowledge about pragmatics and politeness strategies, it can be applied by other lecturer who teaching English to give students the awareness of pragmatics competence.

Also it could be references for the future researcher on analyzing pragmatic study.

2. Research Method

2.1 Research Type

The type of this research is descriptive qualitative because the purposes of this research are to describe the strategy of criticizing utterance and to describe the politeness strategies used by students.

2.2 Research Participant

In this research, the reseacher uses discourse completion task (DCT) as technique of collecting data. Then the students asked to respond their criticism in each situation. There are summarized as follows:

1. You are a CEO of a cosmetic company. One day your secretary made a mistake, but he/she is your senior in college. How do you express your criticism? (=D / +P)

2. You are police and you see a man driving a motorcycle without helmet. How do you express your criticism? (-D/ +P)

3. You as a parent, knowing your son got bad score on exam because he always played PlayStation with his friends every day. How do you express your criticism? (+D/+P)

4. You are ill and want to get rest, but your neighbor is enjoying a loud music. How do you express your criticism? (=D/=P)

5. You go to a hospital and you see an old man is smoking. You think it is forbidden to smoke there. How do you express your criticism? (-D/=P)

6. You lived in boarding house and you have a roommate. He/she is your senior on campus, but his/her clothes always be scattered around on the room. How do you express your criticism? (+D/=P)

7. You are a student and your lecturer always comes late about 30 minutes every weeks. How do you express your criticism? (=D/-P)

8. In the traffic raid by policeman, you see a police is receiving bribe from traffic offender. How do you express your criticism? (-D/-P)

9. Your father is a heavy smoker and you see he gets cough in the morning. You always think that he should stop smoking. How do you express your criticism? (+D/-P)

3. Research Result and Discussion

In this part the researcher shows the result of the discussion as follow:

3.1 Criticism Strategy

3.1.1 The Percentage of Criticism Strategy

No	Criticism Strategy	Total
1	Not belong to criticism strategy	34%
2	Request of change	31%
3	Negative evaluation	8%
4	Identification of problem	5%
5	Advice of change	3%
6	Asking/pressuposing	3%
7	Demad of change	3%
8	Suggestion for change	3%
9	Concequences	2%
10	Disapproval	1%
11	Other hint	1%
12	Statement of of difficulties	1%

3.1.2 The Percentage of Approriateness and Inappropriateness of Criticism Strategy

DCT	APPROPRIATE						INAPPROPRIATE
	IP	SC	RC	AC	AP	TOTAL	TOTAL
1.		-	-	-	5%	**5%**	**95%**
2.	17.5%	-	-	-	-	**17.5%**	**82.5%**

3.	-	-	-	5%	-	**5%**	**95%**
4.	-	-	-	-	-	**0%**	**100%**
5.	-	2.5%	-	-		**2.5%**	**97.5%**
6.	5%	-	-	-	-	**5%**	**95%**
7.	-	-	32.5%	-	-	**32.5%**	**67.5%**
8.	-	-	**-**	-	10%	**10%**	**90%**
9.	-	-	42.5%	-	-	**42.5%**	**57.5%**

Based on the table 3.1.2 it shows the percentage of inappropriateness is higher than appropriateness in all DCT. In DCT 1, DCT 2, and DCT 7, the students use inappropriate strategy because they fail to understand the power property of the speaker who has higher power than hearer. In DCT 3, DCT 5 and DCT 9, the students use inappropriate strategy because they fail to understand the seriousness of the case. Meanwhile, in DCT 4, DCT 6 and DCT 8, the students fail to understand the distance between the speaker and the hearer. In this case, the students' utterances are impolite and overpolite because they fail to understand the power property of the speaker, the seriousness of the case and the distance between the speaker with hearer.

Moreover, there are correclation between familiarities with criticizing uuterances used by the students with social status. It can be seen from following table.

3.1.3 The Correlation between Familiarities with Criticism Strategies and Social Status

DCT	Familiarities	Social Status	Criticism Strategy Mostly Used by the Students
1	Familiar	Higher	Request of change
2	Unfamiliar	Higher	Identification of problem

3	Close	Higher	Negative evaluation
4	Familiar	Equal	Request of change
5	Unfamiliar	Equal	Request of change
6	Close	Equal	Request of change
7	Familiar	Lower	Request of change
8	Unfamiliar	Lower	Negative evaluation
9	Close	Lower	Request of change

Based on table 3.1.3 above, the speaker who is close, familiar, unfamiliar and has lower power than the hearer, the students mostly use request of change. It means the students wish the hearer to change and this strategy can make the hearer to be better. Meanwhile, the speaker who is unfamiliar or close and has higher or lower power, the students mostly used negative evaluation. It means the students want to show the hearer'error directly. Moreover, the researcher finds that Nguyen's theory is appropriate for this research because the strategies is independent. Based on data finding, the reseacher the students utterances are appropriate with criticism strategy of Nguyen's theory.

3.2 Politeness Strategy

3.2.1 The Percentage of Politeness Strategy

No	Politeness Strategy	Total
1	Bald on record	36%
2	Not belong to any politeness strategy	31%
3	Positive Politeness	14%
4	Negative Politeness	11%
5	Combination Strategy	6%
6	Bald off record	2%

3.2.2 The Percentage of Appropriateness of Politeness Strategy

DCT	APPROPRIATE				
	BNR	PP	NP	BFR	TOTAL

1	-	7.5%	-	-	**7.5%**
2	-	-	7.5%	-	**7.5%**
3	42.5%	-	-	-	**42.5%**
4	-	10%	-	-	**10%**
5	-	-	2.5%	-	**2.5%**
6	35%	-	-	-	**35%**
7	-	-	40%	-	**40%**
8	-	-	17.5%	-	**17.5%**
9	77.5%	-	-	-	**77.5%**

3.2.3 The Percentage of Inappropriateness of Politeness Strategy

| DCT | INAPPROPRIATE | | | | | | |
	BNR	PP	NP	BFR	CB	NBP	TOTAL
1	45%	-	5%	-	-	42.5%	**92.5%**
2	25%	17%	-	-	13%	40%	**95%**
3	-	15%	-	-	-	42.5%	**57.5%**
4	32.5%	-	12.5%	2.5%	7.5%	35%	**90%**
5	15%	60%	-	2.5%	-	20%	**97.5%**
6	-	7.5%	30%	-	10%	17.5%	**65%**
7	7.5%	2.5%	-	7.5%	10%	42.5%	**70%**
8	42.5%	7.5%	-	2.5%	10%	30%	**92.5%**
9	-	2.5%	10%	2.5%	-	7.5%	**22.5%**

Based on the tables above, the reseacher finds five politeness strategy namely: (1) bald on record (BNR), (2) positive politeness (PP), (3) negative politeness (NP), (4) bald off record (BFR) and (5) combination strategy (CB). There are eight DCT which the percentage of inappropriateness is higher than appropriateness. the reseacher finds the studets used appropriate strategy on in DCT 9 because the students understand the relation between the speaker and the hearer. In DCT 1, DCT 2, and DCT 7, the students use inappropriate strategy because they fail to understand the power property of the speaker who

has higher power than hearer. In DCT 3, and DCT 5, the students use inappropriate strategy because they fail to understand the seriousness of the case. Meanwhile, in DCT 4, DCT 6 and DCT 8, the students fail to understand the distance between the speaker and the hearer. In this case, the students' utterances are impolite and overpolite because they fail to understand the power property of the speaker, the seriousness of the case and the distance between the speaker with hearer.

Moreover, there are correclation between familiarities with criticizing uuterances used by the students with social status. It can be seen from following table.

3.2.3 The Correclation between Familiarities with Criticism Strategies and Social Status

DCT	Familiarities	Social Status	Criticism Strategy Mostly Used by the Students
1	Familiar	Higher	Bald on record
2	Unfamiliar	Higher	Bald on record
3	Close	Higher	Bald on record
4	Familiar	Equal	Bald on record
5	Unfamiliar	Equal	Positive politeness
6	Close	Equal	Bald on record
7	Familiar	Lower	Negative politeness
8	Unfamiliar	Lower	Bald on record
9	Close	Lower	Bald on record

Based on the table 3.2.3 above, the students prefer to use bald on record in each situation. In DCT 5, the students used positive politeness when the speaker who is unfamiliar with hearer and they have equal power. Meanwhile, the students used negative politeness when the speaker who is familiar power with hearer and has lower power. Moreover, the researcher finds that Brown and Levinson's strategies dependent because the data analysis shows the students combine some politeness

stategy in some scenarios. Brown and Levinson is wrong because the politeness startegies can be combined together.

4. Closing

Based on the data analysis and discussion, the researcher draws conclusion of this research about criticizing strategies and politeness strategies.

4.1 Criticizing Strategy

Based on the data analysis of criticism, the researcher found the student used of request of change in each DCT. It had shown the students prefer to use request of change as criticism strategy because the students wish the hearer to change. By using request of change, it can make the hearer to be better. Researcher didn't found the students' utterances appropriately in any DCT. Meanwhile, students' utterances are inappropriately in all DCT, it can be seen from following chart.

From the summary above it can be known that 32% of students who use criticism strategy appropriately and 68% of the students who use inappropriate strategy because they fail to understand power property, distance of the hearer and the seriousness of the case. The factors make the students confuse to express their criticism.

The researcher comes to the conclusion which is admitted as the criticism strategy used by students. The students use the request of change strategy in each DCT and it is inappropriate strategy when the speaker is familiar and the power is higher than the hearer.

4.2 Politeness Strategies

Based on the analysis of politeness strategies, the researcher found the use of bald on record is the highest. It had shown the students prefer to use bald on record as politeness strategies by using imperative to the hearer. Researcher also found that students use criticism strategy appropriately in DCT 9. Meanwhile, students' utterances are inappropriately in DCT 1, DCT 2, DCT 3, DCT 4, DCT 5, DCT 6, DCT 7 and DCT 8.

From the summary above it can be known that 32% of students who use politeness strategy appropriately and 68% of students who use inappropriate strategy, the data analysis shows the students fail to understand the power property of the speaker, the distance among the speaker and the hearer, and the seriousness of the case. The factors make the students confuse to express their criticism.

The researcher comes to the conclusion which iss admitted as the politeness strategy used by students. The students use bald on record in each DCT and it is inappropriate strategy when the speaker is unfamiliar and the power is lower than the hearer.

Researcher hopes pragmatic competence and politeness awareness should be attached in the teaching learning process because it is important to students learn about using language in the appropriate situation. In the teaching learning process pragmatic competence can help students learn how to use language appropriately by applying the strategies. It is also could improve students' English skill, such as listening, reading, speaking and writing. Moreover, this study focuses on one of expressive utterance, it is criticism and there is still other speech act that could improve students' English skill. Moreover, there is some idea that could not be included in this research, and researcher hopes for the next researcher could make better one.

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