

Research Article

Expressive Speech Acts of Complaining in The Anime “Tanaka Kun Wa Itsumo Kedaruge” (Pragmatics Study)

Uning Kuraesin*, Muhamad Ilham Prasetya

Japanese Department, Faculty of Humanities, Widayatama University

*Email: uning.kuraesin@widyatama.ac.id

Received: 06-10-2022; Revised: 23-10-2022; Accepted: 25-11-2022

Available online: 25-11-2022; Published: 01-12-2022.

Abstract

Speech acts are part of pragmatics. A speech act is an utterance of a sentence to state that a purpose of the speaker is known by the interlocutor. In the speech act itself there are three main parts, called locution, illocution and perlocution. Each of the three main pillars has its own function in performing a speech so that a speech can be easily understood by the interlocutor. This study aims to describe the forms of speech acts and complaining strategies used in a Japanese animation. This study uses qualitative descriptive method by examining the utterances that occur in the data. The Data used by the researchers were obtained from the anime entitled Tanaka kun wa Itsumo Kedaruge where in the anime there are many complaints that become the source of research. Data analysis is done by classifying the form of speech acts and complaining strategies used using existing theories. The results of the study found that the form of speech acts was 51 data with the form of direct speech acts as many as 22 data, the form of indirect speech acts as many as 29 data. From the results of the discussion, Complaint data found 51 data with implicit complaints with 17 data cues sub- category (hint), expressions of annoyance/disapproval with 31 data sub-categories annoyance, 2 data of painful consequences sub-category (ill consequences), accusations with category of direct accusation (direct accusation) as much as 1 data, explicitly blame (attitude) explicit blame (behavior) as much as 2 data.

Keywords: pragmatics; forms of speech arts; complaining; strategies

How to cite (APA): Kuraesin, U., & Prasetya, M. I. (2022). Expressive Speech Acts of Complaining in The Anime “Tanaka Kun Wa Itsumo Kedaruge” (Pragmatics Study). *IZUMI*, 11(2), 226–235.
<https://doi.org/10.14710/izumi.11.2.226-235>

Permalink/DOI: <https://doi.org/10.14710/izumi.11.2.226-235>

1. Introduction

Pragmatics is one of the studies of linguistics whose studies occur in the relationship between language and the context of speech. Mei (in Rahardi, 2003:12) defines pragmatics that pragmatics is the study of the conditions of use of human language which are determined by the context of society. One of the fields of research from pragmatics itself is speech acts. Pragmatics and speech acts are inseparable, seen in the field they

study. Speech acts are presenting the use of language that gives meaning to the utterance or utterance associated with the context, namely when, where, under what conditions, why the speech was delivered, and how to make it happen and to whom the speech was given. Speech acts cannot be separated from the scope of pragmatics, where pragmatics itself according to (Wijana, 2001, 215) states that pragmatics as a study of the external structure of language observes various aspects of

language use in concrete situations. The concrete situation in presupposing an utterance is really seen as the product of a speech act which is clear in the lingual context and the extralingual context.

The complaining strategy according to Trosborg (1995: 315) suggests four main complaining strategies (No explicit reproach, Expression of annoyance or disapproval, Accusations, and Blaming) with eight sub-categories of complaining strategies, namely Hints, Annoyance, Ill consequences, Indirect accusations, Direct accusation, Modified blame, Explicit Blame of the Accused's Action, and Explicit Blame of the Accused as a Person.

The following is a brief explanation of each complaining strategy:

1. Implicit Complaints (No explicit reproach)

a. Hints

2 Expression of - disapproval

a. Annoyance

b. Ill Consequences

3. Accusations

This strategy is used with the aim of finding the person to blame. This strategy is divided into two sub categories:

a. Indirect Accusation

b. Direct Accusation

4. Blaming

With this strategy, the speaker blames the speaker in his complaint. There are three sub categories of complaining strategies that can be used by speakers, namely:

a. Modified blame

b. Explicit blame (behavior)

c. Explicit blame (person)

This study analyzes the types of speech acts and how the complaining strategies are conveyed by Japanese speakers in the anime Tanaka Kun wa Itsumo Kedaruge. This animation is adapted from the manga by Nozomi Uda.

This anime, directed by Shin'ya Kawatsura, tells the story of a high school

teenager named Tanaka who is always lethargic all the time. Unlike the average high school teenager, Tanaka looks powerless and wants to sleep all the time. For Tanaka, heaven on earth was where he lay in a quiet place and enjoyed his sleep alone. In the Tanaka kun anime, all the characters have different characters and characteristics, where each character has a different speech and expression. The main character, Tanaka kun who is always lazy and lethargic in all his activities and doesn't seem eager to go through the day.

Context :

One afternoon during their lunch break, Tanaka and Ohta, Tanaka's friend, were choosing food in the canteen, then Tanaka and Ohta had decided what food they would eat during the break. But Tanaka complained when he wanted to eat the food, Tanaka tried to enjoy lunch in peace and calm but instead he was pierced by a thorn in the French Bread that he bought at the canteen, because Tanaka was not careful when he wanted to eat the French Bread.

田中 : なんかさどんなに頑張って体力つけようとしたって、結局フランスパンにもあっさり負けちゃうんだね人間の体って。(1)

Tanaka : *Nanka sa don'nani ganbatte tairyoku tsukeyou to shitatte, kekkyoku Furansu pan ni mo assari make chau nda ne ningen no karada tte.* (1)

Tanaka : Somehow, no matter how hard the human effort, the human body still loses to the thorns of French bread. (1)

(Tanaka Kun wa Itsumo Kedaruge EP1 11:42)

The word that shows the speech of complaining is "*donnani ganbatte tairyokutoshite, kekkyoku furansupan ni mo makecchaun dane*" which means "no matter how hard the human effort, the human body still loses to French bread" With this speech and Tanaka's expression before saying the speech, Tanaka took a deep breath then he uttered the utterance.

The form of speech act rather than the speech

that Tanaka spoke in the example above is included in the direct speech act, namely the news sentence (declarative) in which Tanaka is only limited to providing something (information) in the speech. The form of complaining strategy used in Tanaka's speech is an expression of disapproval with a sub-category of Annoyance.

One of the ways a person expresses what is happening to him is by complaining, and the form of the complaint belongs to which category and what are the complaining strategies used by the anime characters Tanaka Kun wa Itsumo Kedaruge which is very interesting and becomes the basis of the author. in working on this thesis. Based on the background that has been written above, this writing focuses on what forms of speech acts are contained in the anime and how the complaining strategy is used.

2. Method

Previous research related to the expressive speech act of complaining is found in a study entitled "Expressive Speech Acts with the Meaning of Complaining and the Strategies Used in Drama 5 Ji kara 9 Ji made". This research was conducted by Imam Fahreza in 2019 who studied expressive speech acts with the complaining strategy found in the drama 5 Ji kara 9 Ji made. The conclusion of this study was found as many as 18 data containing ten utterances using a disapproval strategy by expressing resentment, one utterance using a disapproval strategy by expressing painful consequences, one utterance using an indirect accusation strategy, one utterance using a direct accusation strategy, one utterance using an indirect accusation strategy. modified blame strategy, four utterances use direct blame strategy (action).

This study used descriptive qualitative method. According to Kirk and Miller 1986:9 (in Moleong 2014:3) defines that qualitative research is a particular tradition in social science that is fundamentally dependent on human observations both in its area and in its

terminology. According to Lofland and Lodland (1984:47) the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. The data in this study is an anime entitled Tanaka kun wa Itsumo Kedaruge with a total of 12 episodes and 51 data were found (<https://danimesub.wordpress.com/2018/05/05/tanaka-kun-wa-itsumo-kedaruge-bd-subtitle-indonesiatamat/>).

The researcher uses the listening method with the basic techniques of tapping techniques and advanced techniques of listening, free-to-talk. According to Mahsun (2005: 90), the listening method is the method used to obtain data by listening to the use of language, both orally and in writing. The listening method has basic and advanced techniques. The basic technique used in this study is the tapping technique, namely carrying out the listening technique by tapping the use of language, tapping the use of language in question is related to the use of language both orally and in writing. The advanced technique used is the free-of- conversation listening technique.

Data analysis according to Patton (1980:268) is the process of arranging data sequences, organizing them into patterns, categories and basic units of description. The method used in this research is the pragmatic equivalent method. According to Kesuma (2007:49) the pragmatic equivalence method is a equivalence method whose determining tool is the opponent or partner.

The method of presenting the results of data analysis used in this study is an informal presentation method. The method of informal presentation is the presentation of the results of data analysis using ordinary words, although with technical terminology (Sudaryanto, 1993:145)..

3. Result and Discussion

In chapter IV, we analyze the forms of speech acts and complaining strategies used in the anime Tanaka kun wa itsumo kedaruge. The initial step of this analysis is done by finding the complaining speech contained in the data that has been obtained. In determining the form of speech acts using the theory of Wijana (1996). And in determining the complaining strategy used using the theory of Trosborg (1995).

Data 1

The conversation between Tanaka and Ohta took place after school where the two of them were walking and Tanaka saw a movie poster plastered in the shop window and invited Ohta to talk about the poster, which Tanaka spoke to Ohta as below.

- 田中 : ねえねえ太田これ。(1)
 太田 : なんだ?(2)
 田中 : 俺別に自分の人生の中でも主人公とかやりたくないなあ。(3)
 太田 : マジか。(4)
 田中 : だって主人公って物語が続く限り、やたら殺人事件に巻き込まれたり、超強い敵との戦いで新しい能力に目覚めなきゃいけないかったり、海賊になってありったけの夢をかき集め続けなきゃいけないかったりするじゃん、すごく疲れそう。(5)
 太田 : まあ活躍するのが主人公だからな。(6)
 Tanaka : *Nee nee Oota, kore.* (1)
 Ohta : *Nanda?* (2)
 Tanaka : *Ore betsuni jibun no jinsei no nakademo shujinkou toka yaritakunai naa.* (3)
 Ohta : *Majika?* (4)
 Tanaka : *Datte shujinkou tte monogatari ga tsuzuku kagiri, yatara satsujin jiken ni makikomare tari, chou tsuyoi teki to no tatakai de atarashii nouryoku ni mezame nakya ikenakattari, kaizoku ni natte, arittake no yume wo kaki atsume tsuzuke nakya ikenakattari suru jyan, suggoku tsukare sou.* (5)

Ohta : *Maa, katsuyaku suru no ga shujinkou dakara na.* (6)

Tanaka : Hey Ohta, look at this. (1)

Ohta : What? (2)

Tanaka : I don't want to be the main character in my life... (3) Ohta : Seriously? (4)

Tanaka: After all... The main character is always involved in murder cases, or must awaken superpowers to defeat a strong enemy, or become a pirate and then collect all their dreams until the end of their history. It's very tiring. (5)

Ohta : Well, it's natural for the main character to be conspicuous. (6)

EP1, 12:-13:03

Conversation analysis on data 1:

Speech complaints are found in data 1 speech 5, where indications of complaints are found in the word *suggoku tsukare sou*. Which shows Tanaka's complaint that he thinks being the main character is something that is very tiring.

The form of speech acts used in data 1 speech 5 is a direct speech act with the category of news sentences (declarative). Because story 5 Tanaka just wants to tell Ohta his opinion about being the main character in his life is a troublesome thing, and there is no other purpose that Tanaka wants to convey to Ohta.

The complaining strategy used in data 1 speech 5 is an expression of disapproval (expression of – disapproval) with the category of annoyance. Tanaka's speech is not addressed to anyone, Tanaka only expresses his frustration when he becomes the main character anywhere, even Tanaka says he doesn't want to be the main character in his own life.

Data 2

宮野 : 弟子入りさせてください、田中くんさん、私を弟子にしてください。(1)

田中 : 誰さんさん。(2)

宮野 : 同じクラスの宮野です。(3)

田中 : そっかやです。(4)
宮野 : 私田中くんさんみたいなけだるさを身につけて大人の女になりたいんです。よろしくお願ひします。(5)

田中 : 今日に限って高校生活史上最も面倒な一日になりそうな予感。(6)

Miyano : *Deshiiri sasete kudasai, Tanaka kun san, watashi wo deshi ni shite kudasai.* (1)

Tanaka : *Dare san san.* (2)

Miyano : *Onaji kurasu no Miyano desu.* (3)

Tanaka : *Sokka, ya desu.* (4)

Miyano : *Watashi Tanaka kun san mitaina kedarugesa wo minitsukete.*

Otona no onna ni naritai desu. Yoroshiku onegaishimasu. (5)

Tanaka : *Kyou nikagitte koukouseikatsu shijou mottomo mendouna ichinichini narisou no you kan.* (6)

Miyano : Please make me your disciple.

Tanaka-kun-san, make me your disciple. (1)

Tanaka : Who is it? (2)

Miyano : Your classmate, Miyano. (3)

Tanaka : I see, I don't want to. (4)

Miyano : I want to learn magi like Tanaka-kun-san. To be a grown woman. Please help. (5)

Tanaka : I think today will be the most tiring day of my high school. (6)

EP2, 03:42-03:49

Conversation analysis on data 2:

The complaint speech in data 2 is found in speech 6, the indication of complaint is in the word *mottomo mendouna*, where someone comes to Tanaka's life and suddenly wants to be a student of him will be the most troublesome thing during his high school life.

The analysis of speech act forms in data 2 speech 6 is an indirect form of speech act. Tanaka only said that today would be the most tiring day of his high school years, but actually Tanaka didn't want anyone to be his student, because

Tanaka thought it was tiring and troublesome, plus Miyano's personality was cheerful and passionate, and wanted to teach Tanaka how to be lazy which is the exact opposite of Tanaka's personality.

The complaining strategy used in data 2 speech 2 is an expression of disapproval (Expression of - disapproval) with a sub-category of annoyance. Because Tanaka does not agree to be asked by Miyano about teaching him how to be lazy like Tanaka. And Tanaka doesn't want anyone to bother him as long as he's in high school, he just wants to be an ordinary student at his school.

Data 3

太田 : 大変だ田中、ちっと来てくれ。(1)

田中 : なに太田せっかく暖まった椅子が冷めちゃう。(2)

Oota : *Taihenda tanaka, chotto kitekure* (1)

Tanaka : *Nani oota, sekkaku atamatta isu ga samechau* (2)

Oota : *It's bad Tanaka, come here for a moment.* (1)

Tanaka : *What's wrong ohta, my seat just warmed up and it's cold again.* (2)

EP2, 15:48-15:56

Data conversation analysis 3:

The complaint speech contained in data 3 is speech 2. With an indication of the complaint contained in the word *nani oota*. Tanaka, who had just taken his seat, was immediately asked to leave by Ohta and Tanaka complained about it.

The form of speech acts contained in data 3 speech 2 is an indirect form of speech act. The purpose of Tanaka speaking like story 2 is to tell him that Tanaka doesn't want to go with Ohta, and to tell him that the chair he just sat in has just warmed up, it will get cold again when he leaves the chair.

The complaining strategy used in data 3 speech 2 is an expression of disapproval (expression of - disapproval) with a sub-category of annoyance. Because

Tanaka didn't like being pulled suddenly by Ohta when Tanaka was in his chair and he complained that the chair he was sitting on had just warmed up and was about to cool down again, Tanaka expressed his annoyance/disagreement to Ohta.

Data 4

太田 : 田中おはようどうした田中。(1)

田中 : 俺の…平穏な日常は。(2)

Ohta : *Tanaka ohayou, doushimashita Tanaka.* (1)

Tanaka : *Ore no. Heion na nichijyou wa.* (2)

Ohta : Good morning Tanaka, what's up Tanaka? (1)

Tanaka : My days Peaceful. (2)

EP 2, 21:55-22:10

Conversation analysis on data 4

Speech complaints in data 4 are found in speech 2. Indications of speech complaints are found in speech *Ore no. eion na nichijyou wa*. Tanaka's peaceful high school days seem to have been snatched away by the letter of challenge, which asks him to go to the building behind the school where the agreement in the letter of challenge is.

The form of speech acts contained in data 4 speech 2 is an indirect form of speech act. Tanaka informs him that the peaceful days of his high school life will be gone and he also indirectly informs him that he will not meet the challenger because it is a troublesome thing for him.

The complaining strategy used in data 4 speech 2 is an expression of disapproval (expression of - disapproval) with a sub-category of annoyance. Tanaka is annoyed that someone has put a challenge letter in his shoebox, which makes Tanaka think that the peace of his high school days has been snatched away because of it.

Data 5

太田 : 田中もしかしてこの中に苦手な食材でもあったか。(1)

田中 : いや大丈夫, 基本的になんでもおいしく食べられるから 意外と嫌いな食べ物ってないかも。(2)

太田 : ほうえらいな最近偏食な若者が多い中なんでも食べられるとは感心だ。(3)

田中 : あっ太田, 魚の骨取るの面倒だからあげる。(4)

太田 : 一般的にはそれも立派な好き嫌いの一種だぞ。(5)

田中 : そっかめんどくさいっていう理由で嫌いな食べ物なら結構あるかも。(6)

太田 : 例えば何がめんどくさいんだ。(7)

田中 : 豆とかコーンみたいなちまちました箸でつかみにくいものとか, あと自分で皮むかなきゃいけない果物, その上種があったりしたらなおよくない。(8)

太田 : なるほど。(9)

Ohta : *Tanaka moshikashite kono naka ni nigatena shokuzai demo attaka?* (1)

Tanaka : *Iya, daijyoubu, kihonteki ni nandemo oishiku tabe rareru kara. igai to kirai na tabemono tte nai kamo.* (2)

Ohta : *Hou erai na, saikin henshoku na wakamono ga ooi naka nandemo tabe rareru to ha kanshin da.* (3)

Tanaka : *A- oota, Sakana no hone toru no mendou da kara ageru.* (4)

Ohta : *Ippanteki ni wa sore mo rippa na sukikirai no isshu da zo.* (5)

Tanaka : *Sokka, mendokusai tte iu riyuu de kirai na tabemono nara kekkou aru kamo.* (6)

Ohta : *Tatoeba nani ga mendokusain da.* (7)

Tanaka: *Mame toka ko-n mi tai na chimachima shi ta hashi de tsukami nikui mono toka, ato jibun de kawa muka nakya ikenai kudamono, sonoue tane ga attari shi tara nao yoku nai.* (8)

Ohta : *Naruhodo.* (9)

Ohta : Tanaka, is there something you don't like on this menu? (1)

Tanaka : No, just relax. Actually, I can eat anything. When it comes to food, I'm not picky. (2)

Ohta : Good, please. Teens these days are picky, but you're great because you can eat anything. (3)

Tanaka : Ah- Ohta, getting rid of these fish spines is troublesome, so this is for you. (4)

Ohta : That also includes "picky" tofu. (5)

Tanaka : Oh yeah, then there's a lot of food that I don't like because it bothers me. (6)

Ohta : For example, what kind of food bothers you? (7)

Tanaka : For example small ones like beans and corn. And that's hard to pick up with chopsticks. Then the fruits that have to be peeled themselves, it's even worse if there are seeds in it. (8)

Ohta : I see. (9)

EP3, 00:33 – 01:25

Conversation analysis on data 5:

Speech complaints in data 5 are found in speeches 4 and 6. Where the indication of complaining speech in speech 4 is found in the word *sakana no hone toru no mendou*, Tanaka complains that separating fish bones from fish is a troublesome thing for him. And the indication of complaining speech in speech 6 is found in the word *mendokusai tte iu riyuu*. Where Tanaka explains that there are some types of food that he doesn't like because it's troublesome, and in story 8 Tanaka explains the foods he doesn't like.

The form of speech acts contained in data 5 speeches 4 and 6 is a form of direct speech act with a sub- category of news sentences (declarative). In story 4 Tanaka only says to give the fish on his plate to Ohta, while in story 6 Tanaka only tells that there are some types of food that are troublesome for him.

The complaining strategy used in data 5 utterances 4 and 6 is an expression of disapproval with a sub-category of annoyance. Tanaka explained that separating fish bones was a troublesome thing and annoyed him, also in story 6 he explained that many kinds of food were

troublesome for Tanaka to eat and he wanted to avoid these foods.

4. Conclusion

The results of the researcher's analysis of the study entitled "Expressive Speech Acts of Complaining in the Anime Tanaka kun wa itsumo kedaruge" are the researchers found data on speech acts with a total of 51 data. With the form of speech acts which are divided into 2, namely (1) the form of direct speech acts as many as 22 data, and (2) the form of indirect speech acts as much as 29 data.

In addition, data with a complaining strategy were also found for a total of 51 data divided into (1) implicit complaints with 17 cues (hint) sub-categories, (2) expressions of annoyance/disagreement with 29 annoyance sub-categories. and painful consequences sub category (ill consequences) as much as 2 data, (3) Accusation with direct accusation sub category as much as 1 data, (4) Blaming with explicit blaming sub category (attitude) explicit blame (behavior) as much as 2 data.

Overall, the speech acts used in the anime "Tanaka Kun wa Itsumo Kedaruge" from 51 data, most of them are indirect speech acts, while for the complaining strategy many expressions of complaining are used about frustration or disagreement from Tanaka kun.

References

- Mahsun. 2005. *Metode Penelitian Bahasa*. Jakarta: PT Raja Grafindo Persada.
- Moleong, L. J. 2005. *Metodologi Penelitian Kualitatif*. Cetakan 21. Bandung, Indonesia: PT Remaja Rosdakarya.
- Patton. 1980. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.
- Trosborg, Anna. 1995. *Interlanguage Pragmatics: Request, Complaints and Apologies*. Berlin: Mouton de

- Gruyter, Wijana, I. Dewa Putu. 2001. *Implikatur dalam Wacana Pokok*. Humaniora, 13 (3), 215-200.
- ONLINE REFERENCES**
- Imaniar. 2013. *Penggunaan Tindak Tutur Ekspresif Kalangan Remaja di Kota Palu*. Jurnal FKIP Universitas Tadulako, Prodi Pendidikan Bahasa, Sastra Indonesia dan Daerah. Vol. 2 No. 1. 1-10. Online. <https://media.neliti.com/media/publications/74646-ID-penggunaan-tindak-tutur-ekspresif-kalang.pdf>
- Novitasari, E. 2016. *Onomatope dalam Roman Dhahuru Ing Loji Kepencil Karya Suparto Brata* (Doctoral dissertation, PBSJ-FKIP). Repository-Universitas Muhammadiyah Purworejo. Online. <http://repository.umpwr.ac.id:8080/handle/123456789/1768>
- Fauziah, N. I. 2019. *Tindak Perlokusi Terhadap Tindak Tutur Ekspresif Mengeluh (Kajian Pragmatik)*. Jurnal Sastra-Studi Ilmiah Sastra, 9(1), 29-48. Online. <http://45.118.112.109/ojspasim/index.php/sastra/article/view/158>
- Rahayu, A. P. 2013. *Analisis Fukugoudoshi-au Dalam Kalimat Bahasa Jepang*. Universitas Pendidikan Indonesia. Online. http://repository.upi.edu/8748/4/s_jep_0807395_chapter3.pdf
- Yuliantoro, Agus. 2020. *Analisis Pragmatik*. Cetakan 1, Edisi 1. Klaten, Indonesia: Penerbitan dan Pencetakan UNS (UNSPress). Online. <http://repository.unwidha.ac.id/2104/1/BUKU%20Analisis%20Pragmatik%20PAK%20AGU%20S.pdf>
- Putri, Nadira. 2019. *Tindak Tutur Ekspresif Mengeluh Dalam Anime Ao No Ekusoshisuto: Tinjauan Pragmatik*. Diploma Thesis, E-Skripsi Universitas Andalas. Online. <http://scholar.unand.ac.id/51551/>
- Friska, Muthia Nanda. 2016. *Tindak Tutur Perlokusi Dalam Novel Taira no Masakado Karya Eiji Yoshikawa*. Diploma Thesis, E-Skripsi Universitas Andalas. Online. <http://scholar.unand.ac.id/12876/>
- Windi, Arma Yani. 2007. *Fungsi Tindak Tutur Ekspresif Dalam Film Stand By Me Doraemon*. Diploma Thesis, E-Skripsi Universitas Andalas. Online. <http://scholar.unand.ac.id/26770/>
- Saifudin, A. 2019. *Teori tindak tutur dalam studi linguistik pragmatik*. Lite: Jurnal Bahasa, Sastra, dan Budaya, 15(1), 1-16. Online. <http://publikasi.dinus.ac.id/index.php/lite/article/view/2382>
- Sari, F. D. P. 2012. *Tindak tutur dan fungsi tuturan ekspresif dalam acara Galau Finite di Metro TV: Suatu kajian pragmatik*. Jurnal Skriptorium, 1(2), 1-14. Online. <http://journal.unair.ac.id/filerPDF/skriptorium882d24b95efull.pdf>
- Chamalah, E. 2016. *Tindak Tutur Ekspresif Pada Bak Truk Sebagai Alternatif Materi Ajar Pragmatik*. BAHASTRA, 35(2). https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=emDWZ5EAAA AJ&alert_preview_top_rm=2&citation_for_view=emDWZ5EAAA AJ:r0BpntZqJG4C
- Alfioda, T., Manaf, N. A., & Arief, E. 2016. *Strategi Bertutur Dalam Tindak Tutur Ekspresif Bahasa Indonesia Pada Kegiatan Diskusi*. Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol. 5(2), 456-462. Online. <http://ejournal.unp.ac.id/index.php/pbs/article/viewFile/10018/7489#:~:text=Strategi%20bertutur%20ada%20lima%2C%20namun,4%20bertutur%20samar%2D>

- samar
- Arahmad, Krida Rizki. 2020. *Analisis Tindak Tutur "Keluhan" dalam Drama Shokojo Seira Karya Okada Yoshikazy Ikada Yoshikazu*. Repositori Institusi Universitas Sumatera Utara. Online. <https://repositori.usu.ac.id/bitstream/handle/123456789/26853/180722001.pdf?sequence=1>
- Untiani, S., Adnyani, K.E.K., Suartini, N.N. 2021. *Analisis Tindak Tutur Ekspresif dalam Anime Servant x Service (Episode 1 Sampai 3)*. JPBJ Vol. 7 No. 1. Online. <https://ejournal.undiksha.ac.id/index.php/JJPB/article/view/32205>
- Sabila, Rifkah. 2021. *Analisis Tindak Tutur Ekspresif Pada Anime 'A Silent Voice' Karya Naoko Yamada*. Repositori Institusi Universitas Sumatera Utara. Online. <https://repositori.usu.ac.id/handle/123456789/39563>
- Afrilla, Restu. 2014. *Analisis Tindak Tutur Ilokusi Keluhan dalam Drama Ichi Rittoru no Namida*. Repositori Institusi Universitas Sumatera Utara. Online. <https://repositori.usu.ac.id/handle/123456789/26853>
- Andini, Hanim Mawar. 2017. *Jenis-Jenis Tindak Tutur dan Makna Pragmatik Bahasa Guru pada Pembelajaran Bahasa Indonesia di SMA Negeri 1 Karangreja Kabupaten Purbalingga Tahun Ajaran 2016/2017*. Repository Universitas Sanata Dharma. Online. <https://core.ac.uk/display/153436795>
- Triwijayanti, Okta Rina. 2012. *Realisasi Tindak Tutur Direktif Meminta dalam Interaksi Anak Guru Di Tk Pertiwi 4 Sidoharjo*. Institutional Repository Universitas Muhammadiyah Surakarta. Online <http://eprints.ums.ac.id/19552/>
- Citra, Laras Wibawati., Hamidah, Idah., Firmansya, Dian Bayu. 2020. *The Speech Act of Complaining in Japanese Anime*. JAPANEDU Universitas Pendidikan Indonesia. Online. <https://ejournal.upi.edu/index.php/japanedu/article/view/28373>
- Nurfazrina. 2019. *Tindak Tutur Direktif Tokoh dalam Novel Ketika Lampu Berwarna Merah Karya Hamsad Rangkuti: Kajian Pragmatik*. Repositori Institusi Universitas Sumatera Utara. Online. <https://repositori.usu.ac.id/handle/123456789/23127>
- Wulandari, Ipak Yuni. 2021. *Tindak Tutur Ekspresif dalam Acara Mario Teguh Golden Ways Kajian Pragmatik*. Repository UM Jember. Online. <http://repository.unmuhjember.ac.id/8261/>
- Almunawary, Bobby Alfikri Elalbab. 2019. *Tindak Tutur Ekspresif dalam Anime Tsurezure Children Episode 1*. JANARU SAJA Vol. 8 No.2. Online. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=TINDAK+TUTUR+EKSPRESIF+DALAM+ANIME+TSUREZURE+CHILDREN+EPISODE+1&btnG=
- Fahreza, Imam. 2018. *Tindak Tutur Ekspresif dengan Makna Mengeluh dan Strategi yang Digunakan dalam Drama 5 Ji Kara 9 Ji Made*. Institutional Repository Universitas Diponegoro. Online. <http://eprints.undip.ac.id/63258/>
- Winoto, Debby Rosiana., Aryanto, Bayu. 2018. *Tindak Tutur Mengeluh Bahasa Jepang Studi Kasus dalam Film Great Teacher Onizuka (2012)*. LITE Universitas Dian Nuswantoro. Vol. 14 No. 1. Online. <http://publikasi.dinus.ac.id/index.php/lite/article/view/1975>
- Nurhasanah, Gita. 2010. *Tindak Tutur Mengeluh dalam Bahasa Jepang*.

Universitas Indonesia Library.

Online.

<https://lontar.ui.ac.id/detail?id=20161019&lokasi=lokal>

Astuti, Sri Puji. 2019. Tuturan Langsung dan Tidak Langsung antara Penjual dan Pembeli di Pasar Tradisional Semarang. *NUSA*, Vol. 14 No. 2. Online.

<https://ejournal.undip.ac.id/index.php/nusa/article/view/23879>

Diano, Geraldny Maurit. *Analisis Pragmatik Tindak Tutur Direktif Dalam Manga Doraemon Volume 26 Karya Fujiko F. Fujio*. Undergraduate Thesis Universitas 17 Agustus 1945 Surabaya. Online.

<http://repository.untagsby.ac.id/796/>