

SPEECH ACTS USED BY A GAMING YOUTUBER IN AN ONLINE GAME VIDEO

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Abstract: The purpose of this study was to determine the speech acts strategies used by a gaming Youtuber, Jess No Limit in one of his online-game streaming videos. A mixed-method research design was employed by combining the qualitative and quantitative approaches to data collection and data analysis. The results of this study suggest that a gaming Youtuber most likely use positive politeness strategies to seek agreement, pay attention to his interests, wants or needs, giving away rewards, engaging the viewers in his activities, provide reasons and intensify attention to the speaker. This positive politeness strategy is a You-tuber's strength in communicating to pique the audience's interest and sympathy and gain as many subscribers as possible.

Keywords: speech acts strategy, positive politeness, online communicating

Almost everyone is familiar with Youtube these days (Saurabh & Sairam, 2013; Abhari & Soraya, 2010); Zink, Suh, Gu, & Kurose, 2009). Youtube is an online medium through which users search for, view, and share original videos from all over the world via a web browser (Burdiago, 2015: 47). Youtube can host a variety of different types of videos as channel content, including topic summaries, feature films, short films, culinary arts, video blogs, and documentaries. Through the creativity of these videos, one can express thoughts, ideas, and other emotions, as well as establish interaction and communication (Ayuningtyas & Abdullah, 2018). According to Books (1980), many people

use Youtube to foster human relationships through the exchange of information, to reinforce others' attitudes and behaviors, and to attempt to change those attitudes and behaviors (Cangara, 2010: 19).

The development of Youtube is particularly concerned with gaming Youtubers. These Youtubers strive to make the combination of their speaking strategies and the games they play as appealing as possible in order to maintain their viewers' interest and liking. The speaking strategies used by the gaming Youtubers have undoubtedly been well calculated in order to facilitate communication between themselves and their viewers. After all, effective communication

results in increased understanding and direction (Sari, 2016).

Gaming Youtubers are utilizing the platform's growth to explore their hobbies by creating content about online games. Additionally, because almost everyone enjoys games, these Youtubers have begun to enliven the platform with their content (Padiatra, 2020:54). On the other hand, Indonesian society already has a high level of online game addiction (Novrialdy, 2019; Xu, Turel, & Yuan, 2012; Griffiths, Kuss, King, 2012). According to Jap et al., (2013), the majority (10.15%) of adolescents in Indonesia are addicted to online games.

Addiction to online games is becoming more prevalent and concerning, particularly among teenagers as the nation's generation. Additionally, Youtubers are currently creating content for online games. Persuasive speeches are used by gaming Youtubers in their videos to pique viewers' interest in their content.

Youtubers will always seek ways to increase and maintain their popularity, such as by recording themselves playing an online game, explaining the game, providing tutorials for playing the game, and providing information about online games, then upload the video to the Youtube channel (Wibowo and Rusdi, 2019:32). These actions are taken by Youtubers to persuade their viewers to continue watching and following their videos.

With this in mind, the Youtubers' speech took center stage. A Youtuber must be aware of his or her speech acts, because speech acts establish connections between speaker and listener situations and result in specific effects. Thus, sociopragmatics plays a role in determining which speech acts are employed by gaming Youtubers.

Sociopragmatics is defined as the study of more specific situational circumstances as expressed through the use of language (Ekawati, 2017). According to Leech (1993), sociopragmatics is a "sociological interface to pragmatics." Sociopragmatics is concerned with not only language, but also with the environment in which the language occurs. Thus, sociopragmatics can be viewed as a nexus between sociology and pragmatics.

Rahadi (2009) states that because sociopragmatics is a subset of pragmatics,

pragmatics serves as the foundation for sociopragmatics. In other words, pragmatics as a whole becomes sociopragmatics. Clearly, sociopragmatics is not a self-contained discipline. Therefore, Sociopragmatics is incapable of studying linguistic problems in isolation from other disciplines. In short, Sociopragmatics is the study of how language is used in society by language users and the social aspects of that society (Revita, 2013: 8).

Sociopragmatics encompasses a wide range of disciplines, including sociology, linguistics, and pragmatics. Sociopragmatics is inextricably linked to sociology, as social factors (ethnic origin, age, gender, etc.) influence a person's language. Sociopragmatics also distinguishes itself from sociolinguistics, and thus its scope includes sociolinguistic studies. If sociolinguistics is founded on sociology, it will also investigate the relationship between language and social structure, organization, society, and community behavior. Meanwhile, pragmatics examines the intent and meaning expressed in language speech and elucidates the relationship between language and context, which is necessary for language comprehension (Saifudin, 2018: 110).

Pragmatic elements that involve both the speaker and the listener include speech acts. According to Leech (1993:8), pragmatics is the study of intent in relation to speech situations. Pragmatics also examines language in relation to the speaker's context and location. Pragmatics can be used to ascertain the purpose and meaning of the speech act strategies employed. Yule (2006:114) states that speech acts can be used in groups or as a single speaker, or they can be used exclusively by an individual speaker in specific situations. Thus, speech acts are the means by which an individual produces speech that is both interesting and understandable to his or her interlocutor.

A sample video was used to ascertain the speech acts employed by Youtubers. The video analyzed in this case was one uploaded to the selected Youtuber's channel. The video examined the study's problem and purpose, namely the speech acts that are more frequently used by the Youtuber. After transcribing the video, the speech acts were analyzed. Therefore, the video was downloaded and transcribed for socio-pragmatic analysis of sub-strategies of speech.

The Youtuber's speech acts were then described descriptively in accordance with Levinson's (1987) five categories, namely (1) bald on-record (direct strategy), (2) positive politeness, (3) negative politeness, (4) being vague or ambiguous, and (5) indirect strategies.

Elan Halid, et al. (2011) conducted a study entitled "The Speech Acts used by the Indonesian Language Teachers and their Impacts on Students at SMP Perguruan Islam Ar-Risalah Padang" using a descriptive method. The study revealed that the Indonesian Language teachers at SMP Perguruan Islam Ar-Risalah Padang used the following speech act strategies in the classroom: direct strategy, direct strategy with positive politeness, direct strategy with negative politeness, and the strategy of being vague or ambiguous. Among the strategies used by the teachers, direct strategy with positive politeness and direct strategy with negative politeness was mostly favoured by the students.

In similar fashion, Noibe Hawala, et al. (2019) wrote a descriptive research report entitled "Politeness Strategy in Forbidding and Criticizing in Indonesian Language on Facebook". In their report, Hawala, et al. Mentioned that among the seven politeness contexts of forbidding, direct strategy was the most dominant strategy with 5 occurrences, followed by direct strategy with positive politeness with 2 occurrences. In addition, politeness in criticizing was dominated with direct strategy with positive politeness (4 occurrences) and followed by bald on-record strategy (2 occurrences).

In addition, Eza Nurmasari (2019) in "Expressive Speech Acts in the Captions of Instagram Account @RidwanKamil", used an equivalent method to reveal 34 occurrences of bald on-record strategy and 16 occurrences of indirect strategy in the speech acts found among the captions written on the Instagram Account @RidwanKamil.

The aforementioned previous studies (Elan Halid, et al., Noibe Hawala, et al., and Eza Nurmasari) are pertinent to the current study in terms of analyzing speech act strategies used in a particular context. However, prior research has focused exclusively on describing speech acts in general, without considering the socio-pragmatic factors (sociology, language, and pragmatics) surrounding the speaker and its context. From a sociopragmatic perspective, the use of language

and the social context of the object can be examined in greater detail.

The previous studies, however, differ in terms subjects involved in the analysis. Elan Halid et al. observed teachers' speech acts in the classroom, whereas Noibe Hawala et al. and Eza Nurmasari analyzed the use of speech acts on social media platforms such as Facebook and Instagram. The subject in this particular study shared the same characteristics as those in Noibe Hawala et al. and Eza Nurmasari. However, this study is novel in terms of utilizing a Youtube video from a Youtuber in the analysis.

The purpose of analyzing Youtube videos uploaded by a Youtuber is to ascertain the speech acts strategies employed by the Youtuber to persuade viewers to continue watching and following the channel. This phenomenon is gaining momentum and is becoming increasingly prevalent in the modern era. As a result, this will be thoroughly discussed as the primary issue in this article, as no previous research has conducted a similar analysis.

METHOD

A Mixed-Methods design was used in this study. It combined qualitative and quantitative approaches to data collection and data analysis. The Mixed-Methods approach involves two distinct types of research, namely qualitative and quantitative (Creswell, 2010:5). The mixed-methods research design used in this study was the explanatory sequential mixed-methods design. In this study, quantitative data were collected and analyzed first, followed by qualitative data collection and analysis, which built on the initial quantitative results (Creswell, 2010:316-318), which were the priority of the study.

A Youtube video from the 'Jess No Limit' channel provided data for this study. This channel has a subscriber base of 13 million. Observation was used to collect the data from the video downloaded via the following link: <https://www.You tube.com/channel/UCvhlat6xpV1ytYOAzmqUSA>.

The video was then transcribed to aid in the socio-pragmatic analysis of the Youtuber's speech act sub-strategies. The data analysis process for the Youtuber's speech acts was based on Levinson's (1993) five speech act strategies: (1)

direct strategy, (2) positive politeness, (3) negative politeness, (4) being vague or ambiguous, and (5) indirect strategies (speak silently). The findings would indicate the percentage of each speech act strategy employed by Jess No Limit. The results were re-translated in light of expert theories and their relevance to the observed phenomenon.

FINDINGS AND DISCUSSION

Findings

Direct Strategy

There are four instances of direct strategy during the initial conversation in the Youtuber's online-game video, as demonstrated in the following excerpt:

“...Jess will take a look at the newest version of the skin, everyone. Aren't you curious? I am too, guys. Just before the video begins, make sure you subscribe (to this channel), because we are on our way to becoming Asia's first gaming platform to reach 15 million subscribers. Come on, Guys. Let us work together to make Indonesia proud and show that Indonesia can. And along the way, a variety of prizes will be randomly assigned to you in the following manner...”

Throughout the conversation, the Youtuber (Jess) attempted to explain the purpose of the gaming video directly and plainly. The Youtuber's objective is to amass 15 million subscribers. The Youtuber recommends that viewers interested in participating in the current gaming craze subscribe to his channel in order to help him accomplish this goal. The Youtuber also offers his viewers enticing subscription bonuses.

In the given context, the Youtuber employed a straightforward strategy. In order for the speaker to be able to govern the viewers, they must grant him the power. The viewers, however, Throughout the conversation, the Youtuber (Jess) attempted to explain the purpose of the gaming video directly and plainly. The Youtuber's objective is to amass 15 million subscribers, which is why he does it. The Youtuber recommends that viewers interested in participating in the current gaming craze subscribe to his channel in order to help him accomplish this goal. Additionally, the

Youtuber offers his viewers enticing subscription bonuses.

In the given context, the Youtuber's direct strategy necessitates a number of conditions. The first condition is that the speaker has the authority to govern the audience, while the audience will do so willingly. Through the lines "*Just before the video begins, make sure you subscribe (to this channel)*" viewers are expected to agree with and support the Youtuber. As a sign of understanding, viewers will click the subscribe button to stay updated on the Youtuber's upcoming videos.

The second condition, the Youtuber's (speaker's) level of familiarity with his viewers (speech partners), is relevant to the imperative direct strategy that includes requests. This is evident from the imperative sentence used as a request by the Youtuber: "*...make sure you subscribe...*"

Thirdly, the Youtuber employed a directive strategy involving language politeness in the ongoing conversation. The degree of speech continuity can be determined by the length of the distance traveled and the clarity of pragmatics. The Youtuber's specific actions demonstrate familiarity or humorous situations, as the topic discussed in that context is not sensitive. However, certain terms diminish the politeness of the Youtuber's language, such as "*... truly insane, chill, Natalia is insane...*" These are sarcastic words that detract from the politeness of the Youtuber's language.

Positive Politeness

There are eight instances of positive politeness in the Youtuber's initial conversation in the online-game video. The following excerpt contains an example of this strategy:

“...Come on Guys. Let's make Indonesia proud and show that Indonesia can...”

The Youtuber's strategy of positive politeness aims to achieve agreement. This is evident in his speech, which contains an invitation brimming with hope. Additionally, this speech act also contains an imperative (command) to the viewers to take action, specifically to make Indonesia proud. In phrases beginning with the word "*Come on*", the speaking strategy is typically positive.

The Youtuber's direct strategy with positive politeness reflects the listeners' interests, desires, or needs. His speech begins with a declarative sentence that is suggestive in nature. In this

case, the Youtuber attempts to explain his position on Indonesia's current state. The Youtuber demonstrates his belief in the Indonesia's ability to progress and develop. The speech act is typically positive in this context.

The phrase "*...And along the way, a variety of prizes will be randomly assigned to you in the following manner...*" contains a directive invitation. In this instance, the Youtuber invites his viewers to follow all his words and utterances in exchange for prizes. In this context, the speech act strategy used by the Youtuber tends to be positive.

The sentence "*As soon as the enemy is defeated, he/she instantly dies, as you can see. A player who plays Liliyah has their work cut out for them. That is how the game must be played. It's almost as if you're playing an online game, huh.*" contains a representative strategy in the form of information display (Liliyah: female character). In this case, the Youtuber is attempting to convey the message that playing the Liliyah game is not easy and requires a high level of enthusiasm and accuracy. The Youtuber's strategy in this speech act is generally positive.

In "*...Patience, patience, slow, let's clear in first...*", the Youtuber called out to his viewers and told them to wait. This speech is a directive speech that is characterized by guidance. In this instance, the Youtuber is telling his viewers to be patient while waiting for the game to be completed. There is a positive tilt to the speaking strategy employed in this context.

To facilitate involvement in the activities carried out by the speaker, the speech act strategy used in "*...Grenger is very kind, thank you Granger...*" adopts the means of declarative speaking. The Youtuber expressed his gratitude to his teammate "Grenger" in this instance. In short, the Youtuber's strategy is typically positive in this context.

Negative Politeness

There are three instances of negative politeness in the Youtuber's conversation in the online-game video. For instance, "*...Help me, help me, it's so cool huh?...*" contains a representative strategy in the form of negative speculation. The speech act demonstrates the Youtuber's pessimism toward the game. As a result, the speech act strategy employed in this context can be classified as negative.

Furthermore, the statement "*...By your command, Terisla! We need to follow the Terisla, Guys...*" includes a declarative strategy in the form of order approval. The speech act indicates that the Youtuber pays his respects to Terisla. According to the Youtuber, the Terisla is the key to victory in the game. In this context, the Youtuber's speech act strategy is typically negative.

Being Vague or Ambiguous

Being vague or ambiguous is also found in the Youtuber's utterances. This speech act sub-strategy can result in unclear statements or sentences. Three instances of this strategy use are found throughout the video.

The first instance, "*...So, it's not easy to play Liliyah. You have to be jedung-jedung (jedung is silkworm in Indonesian language)...*" contains an over-generalization. In this case, the Youtuber connects ideas that are accompanied by exaggerated reasons, rendering the purpose and meaning of the speech incomprehensible.

The following example, "*...to attract interest (from other countries) towards Indonesia and show that Indonesia can...*", contains an ambiguous message. In the video, the Youtuber attempts to convey several important messages, but the speech is ambiguous and unclear. As a result, the viewers cannot immediately grasp the message.

The phrase "*... Patient people are loved by God, guys...*" is a tautology. According to this example, the Youtuber's tautology appears excessive. Finally, "*...Take care of your health, take care of your cleanliness, and don't forget to break...*" has a hazy message. Throughout the video, the Youtuber uses sentences with unrelated ideas, resulting in a hazy and unclear message.

Indirect Strategy (Being Quiet or Speaking Silently)

Indirect Strategy (Being quiet or speaking silently from the heart) is a speech act sub-strategy that leads to speech ambiguity. This strategy appears only once in the video: "*...Natta-Natta, help me, help me..., Natanya doesn't want to help me, guys... (chatter with low tone and intonation)...*"

The Youtuber's silent speech strategy has the effect of softening the illocutionary power associated with language politeness. According to

the speech act above, the Youtuber requested assistance from Natta, but Natta did not respond. In other words, the Youtuber's speech act demonstrates an impolite demeanor with a low tone of voice and intonation. This demonstrates a lack of manners in a less formal and intimate setting.

Based on the findings of the analysis, it is clear that the online game streaming hosted by the Youtuber contains a number of speech act strategies, which are listed in table 1.

Table 1. Jess's Speech Act Strategies

Youtuber	Speech Acts				
	Direct	Positive	Negative	Vague	Indirect
Total	4	8	3	4	1
Percentage (%)	20	40	15	20	5

Jess No Limit, a Youtuber, employs a wide range of speech act strategies in his videos. The video analyzed in this study contains four (20%) occurrences of direct strategy, eight (40%) occurrences of positive politeness, three (15%) occurrences of negative politeness, four (20%) occurrences of being vague or ambiguous, and one (5%) occurrence of indirect strategy (being quiet or speaking quietly). These strategies are employed by the Youtuber to entice and persuade viewers to continue watching, liking, and following his videos on Youtube.

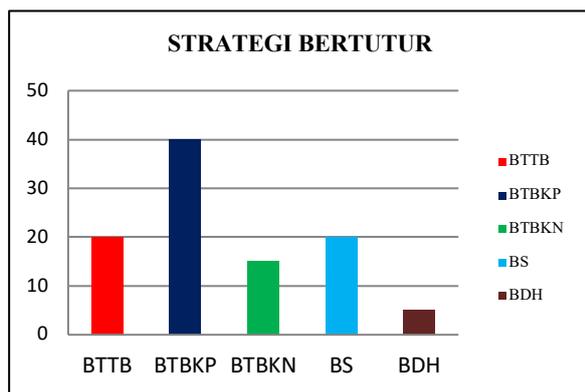


Figure 1. Speech Acts Used by Jess No Limit

Jess's speech acts in the video are varied. The Youtuber's direct strategy is divided into four types: offering, agreeing, requests, and language politeness. Furthermore, positive politeness is communicated through six types of speech act strategies: seeking agreement, paying attention to

interests, desires, or needs, giving gifts, involving listeners in activities performed by the speaker, giving reasons, and intensifying attention to the speaker. There are two types of negative politeness: negative speculation and approval. The strategy of being vague or ambiguous manifests itself in three ways: excessive generalization, tautology, and vague messages. Finally, indirect strategy is demonstrated by one type of strategy, which is softening illocutionary power related to language politeness.

Discussion

According to the analysis, Jess No Limit employs a direct strategy with positive politeness in his video. This strategy enables the speaker to directly express the interlocutor's intent, and the interlocutor to clearly understand the meaning of the speech directly. When this strategy is used, it produces clear speech acts. The findings of this study are nearly identical to those of Elan Halid et al. (2011), who discovered that direct strategy and positive politeness were the most commonly used by teachers in classrooms. These two strategies are frequently used because they result in clear speech.

Unlike Elan Halid et al. (2011), who do not explain forms of positive politeness, this study categorizes forms of positive politeness into several categories. Positive politeness strategies are classified as seeking agreement, paying attention to interests, desires, or needs, giving gifts, involving the listener in the speaker's activities, giving reasons, and intensifying attention to the speaker.

In the video, the Youtuber employs a strategy of positive politeness to reach an agreement with his viewers. The speech act employs a direct strategy that invites viewers to do what the Youtuber desires (Elmita, et al, 2013: 140; Chaer, 2010: 30). The speech act is preceded by the phrase "Come on," which is a direct invitation to make Indonesia proud. This phrase contains an imperative request in the form of a sentence or a command verb, with the expectation that the viewing partner will respond with an action (Chaer, 2010:18).

Furthermore, the Youtuber employs positive politeness strategies to focus on the speaker's interests, desires, or needs. In this case, the Youtuber is concerned with his country's

participation in national and international competitions via online games. The Youtuber conveys several declarative statements that serve to inform others, so that the expected response is the audience's attention (Elmita, et al, 2013: 140; Ramlan, 2001: 27).



Figure 2. Jess No Limit Video Streaming

Jess No Limit also uses this positive politeness strategy to persuade his viewers to continue watching and following his videos on Youtube. This goal is accomplished by providing viewers with gifts (rewards). Rewards motivate someone to do something. Rewards are thought to have a significant impact on work productivity (Siregar and Zain, 2020; Indrawati, 2013; Purwanto, 2004). Jess No Limit, a Youtuber, shows his appreciation for his viewers by giving away gifts (rewards). He intends to keep his viewers' attention by providing lucrative rewards (Christianti, 2011; Sudarmo and Sudita, 1998). Giving gifts (rewards) can encourage viewers to act in accordance with the Youtuber's goals or to achieve common goals.

Giving gifts (rewards) in this manner is a well-known phenomenon. Rewards are always used as a weapon to help people achieve their goals. Giving gifts to Youtube viewers is extremely effective in this case. Giving out rewards also motivates people to work hard to achieve their goals. Giving rewards, according to Rananauskas-Marconi in Lako (2004), can also be done to increase a person's trust and encourage him to be superior. Merchant in Lako (2004) states that giving rewards attracts employees' attention and reminds them of the importance of the results obtained.

The Youtuber, Jess No Limit, also tries to blend in with himself and build intimacy with his viewers through his speech acts. The speech acts used by a speaker will undoubtedly have an

impact (perlocutionary) on his/her audience/listeners. This phenomenon occurs frequently, and the speaker can create this effect or influence the listeners intentionally or unintentionally (Wijaya, 1996:19). Wardiyani (2008) in her study titled "Expressive Speech Actions on the "Your SMS" Rubric in Tabloid Cempaka." emphasizes that a person's speech acts will have both positive and negative effects on his/her listeners/audience. In addition to the positive effect of encouraging cooperation in online gaming, Jess's speech acts also have a negative effect on the viewers, that is scaring them. This demonstrates that the positive politeness that Jess employs in his videos aims to engage the listeners in the activities.

Furthermore, the Youtuber's positive politeness aims to provide reasons. This is demonstrated by means of a representative strategy in which the speech act binds the speaker to the truth of what is said. Representative statements are more focused on displaying and speculating (Elmita, et al, 2013:140; Rustono 1999:40). In this case, Jess explains why the online game he is playing is interesting and unique, so that viewers are piqued and want to watch each of his videos. The strategy employed in this instance is categorized as a positive strategy.

Jess's ultimate goal in employing the positive politeness strategy is to focus his attention on the listener. This is evidenced by the presence of utterances that include a directive statement. These utterances are meant to prompt the speech partner to act on what s/he hears. These utterances are more aimed at directing and implying to viewers (Halawa, et al, 2019; Elmita, et al, 2013: 140; Rustono 1999: 40). A speaker must use good and smooth communication language both orally and in writing to provide direction and advice. The language used should be arranged in a good order, polite, and should contain high values of respect, allowing the interlocutors to hear the direction (Rina, 2017:559). Jess No Limit, a Youtuber, tries to persuade his viewers to follow his statements through this strategy. He advises his audience to be patient and relaxed while playing the online game. This type of speech act is classified as a positive speech act.

CONCLUSION

The speech act strategies employed by Jess No Limit in one of his videos are dominated by positive politeness strategies with the goals of seeking agreement, paying attention to interests, desires, or needs, giving rewards, involving listeners in the speaker's activities, giving reasons, and intensifying attention to the speaker.

This positive politeness strategy is a Youtuber's strength in communicating to pique the audience's interest and sympathy and gain as many subscribers as possible. Gaming Youtubers typically post online games as well as accompanying speech acts (in this case comments). These gaming videos combine the gaming Youtuber's speech acts with footage of himself doing online-game streaming. The Youtuber's speech act strategies aim to attract viewers as well as persuade them to continue

watching, liking, and following the content on the Youtube channel.

Despite the novelty of this study, there are some limitations that should be acknowledged. One of which is the restricted amount of subjects used. This study merely looked at one video from a gaming Youtuber's channel, Jess No Limit. Therefore, a more in-depth and comprehensive examination of the speech acts used by other gaming Youtubers should be examined further. In addition, Youtubers should pay closer attention to the speech acts they use in their videos, as these speech acts will have an effect on the viewers. Finally, readers interested in sociopragmatics should investigate sociopragmatic studies by paying close attention to the various types of speech acts used by speakers in various contexts.

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