

Assertive Speech Acts in Educational Discourses About Deep Learning on the Edukreatif.id Page

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ABSTRACT

This study aims to describe the forms and pragmatic functions of assertive speech acts in digital educational discourse on Edukreatif.id during the 2023–2025 period. The research is motivated by the rapid development of digital educational media that not only disseminate information but also build credibility and legitimacy for educational ideas. Previous studies on assertive speech acts have mainly focused on classroom interactions, instructional videos, and social media, while web-based educational articles have received limited attention. This study employs a descriptive qualitative approach within the framework of pragmatics. The data consist of written utterances in Edukreatif.id articles containing assertive speech acts. Data were collected through documentation and note-taking techniques and analyzed using the extralingual pragmatic equivalent method through stages of reduction, categorization, interpretation, and conclusion drawing. Data validity was ensured through source and theoretical triangulation. The findings show that assertive speech acts on Edukreatif.id are dominated by the forms of stating, reporting, and affirming. These forms function to convey factual information, present educational activity reports, and emphasize the effectiveness of educational programs. The results indicate that assertive speech acts in digital educational discourse not only deliver information but also shape readers' perspectives on educational issues.

Keywords : Assertive Speech Acts, Pragmatics, Educational Discourse, Deep Learning, Edukreatif.id

INTRODUCTION

The development of information and communication technology has given rise to various digital educational media that are transforming the way knowledge is produced and disseminated. Educational information is no longer solely delivered through direct classroom interactions, but also through articles, infographics, and digital content on various educational websites. One media outlet actively producing digital educational discourse is Edukreatif.id. This website contains articles on learning, digital literacy, educational technology, and learning innovations aimed at teachers, students, and the general public. Because it is aimed at a diverse audience, the articles on this website are written in language that appears objective, informative, and convincing.

This tendency is evident in the dominance of assertive speech acts. In Edukreatif.id articles, statements such as "digital literacy is a key skill for the 21st century," "the use of interactive media increases learning motivation," or "artificial intelligence helps teachers develop

teaching materials" are often found. These statements not only serve to convey information but also to build reader confidence that the information is accurate and worthy of reading Rahardi, (2019). Thus, assertive speech acts in digital educational media have a more complex function than simply conveying facts. Assertive speech acts are used to establish legitimacy for certain ideas, strengthen the author's perspective, and guide readers' understanding of educational issues House & Kádár, (2023).

In pragmatic studies, assertive speech acts are utterances that bind the speaker to the truth of the proposition being conveyed. This form includes stating, reporting, and affirming a situation believed to be true. In digital educational discourse, these forms tend to be dominant because the author strives to present information rationally and credibly. For example, an utterance stating the importance of digital literacy not only provides an explanation but also positions digital literacy as a necessity that must be accepted by the reader. According to Harisah (2021), pragmatic studies allow us to analyze how utterances used in educational media can shape understanding, build attitudes, and even influence the behavior of readers or platform users. In other words, the power of assertive speech acts lies not only in their information content but also in their ability to build trust and influence readers' acceptance of educational messages.

Extensive research has been conducted on assertive speech acts in education. Harisah (2021) found that teachers' assertive speech acts in the classroom serve to explain material and guide student understanding. Oktavia (2022) demonstrated that assertive speech acts in instructional videos are used to convey information while reinforcing learning messages. Meanwhile, Ilham and Basri (2024) found that the dominant forms of assertive speech acts in Indonesian language learning are stating, reporting, and asserting. Sari (2022) research also showed that assertive speech acts on educational social media serve to build an educational image and instill certain beliefs in readers.

However, these studies still leave several gaps. First, the objects of study are still limited to spoken language in the classroom, instructional videos, and social media, while web-based digital education discourse has not been widely researched. Articles on web pages have distinct characteristics because they are written for a wider audience and do not involve direct interaction between the writer and the reader. Second, previous research generally stops at identifying the type of speech act, for example, simply stating that data is stated, reported, or asserted. As a result, previous research has not explained why this form was chosen and what pragmatic function it serves. Third, no research has been found specifically examining assertive speech acts in Edukreatif.id articles from 2023–2025. This period, however, witnessed the development of various new issues, such as digital literacy, artificial intelligence, and learning transformation, which are likely to influence the language forms and communication strategies used.

Based on this gap, this research is important because it can explain the relationship between the forms of assertive speech acts, the context in which they appear, and the pragmatic functions they construct within digital education discourse. This research not only describes the types of speech acts but also examines how assertive speech acts are used to establish legitimacy, reinforce ideas, and influence readers' understanding of educational issues. Thus,

this research is expected to provide new contributions to pragmatic studies, particularly regarding the use of assertive speech acts in web-based digital educational media.

What forms of assertive speech acts are used in digital education discourse on Edukreatif.id during the 2023–2025 period? What are the pragmatic functions of these assertive speech acts in constructing and legitimizing educational messages? And why are certain forms of assertive speech acts more dominant in digital education discourse on Edukreatif.id? Based on this research problem formulation, the objectives of this research are to describe the forms of assertive speech acts, analyze their pragmatic functions in constructing and legitimizing educational messages, and explain the tendency for the dominance of assertive speech acts in digital education discourse on Edukreatif.id. Understanding assertive speech acts from a pragmatic perspective is expected to facilitate smooth communication, minimize misunderstandings, and increase the clarity of the message conveyed by Apriansah (2023).

This element plays a significant role in strengthening educational messages and building more effective communication in a competitive and dynamic digital context. By analyzing educational discourses from a pragmatic perspective, this research is expected to make a significant contribution to enriching our understanding of how language functions functionally in the world of digital education. Safrihady (2017:60) explains that in speech acts, the intended meaning must consider various possible forms of speech appropriate to the speaker's role, the context of the situation, and the language structure used. Furthermore, this study can also serve as a practical reference for educational platform managers, educators, and educational content writers in designing messages that are not only informative but also communicative, contextual, and transformative. Therefore, utilizing appropriate linguistic strategies in developing educational discourse in the digital space will be a key factor in supporting the achievement of broader and more sustainable educational goals.

METHODS

This research uses a descriptive qualitative approach with a pragmatic study, specifically assertive speech acts, as the research focuses on the meaning of utterances based on context and their communicative function in digital education discourse Sugiyono, (2022). The study aims to describe the forms and functions of assertive speech acts on the Edukreatif.id website. The research data consists of written utterances in articles and content on Edukreatif.id for the period 2023–2025. The data were selected purposively, with the criteria being related to education or digital literacy topics and containing assertive utterances, such as stating, reporting, explaining, affirming, or concluding. An utterance is categorized as assertive if it is declarative and demonstrates the speaker's belief in the truth of the information, for example, indicated by the words "constitute," "show," "affirm," or "can be concluded" Putrayasa, (2021).

Data collection was conducted through documentation and note-taking techniques. Relevant articles were read, selected, and then assertive utterances were recorded on data cards containing quotations, context, form, and function (Mahsun, 2019). Data were analyzed using the extralingual pragmatic equivalent method. The analysis steps included: (1) data reduction, namely selecting utterances that were considered assertive; (2) categorization, namely grouping data based on form and function; (3) interpretation, namely interpreting the intent of

utterances according to context; and (4) drawing conclusions regarding the patterns of assertive speech acts used on Edukreatif.id Miles, Huberman, & Saldaña, (2020).

Data validity was tested through source and theory triangulation. Source triangulation was conducted by comparing data from several articles, while theory triangulation was conducted by comparing analysis results based on Searle and Rahardi's theory to ensure more objective and valid research results Moleong, (2021).

RESULTS AND DISCUSSION

The results of the study indicate that assertive speech acts in the digital education discourse on Edukreatif.id are dominated by the forms of stating, reporting, and affirming. The dominance of these three forms indicates that the digital education discourse is more directed at building information legitimacy and strengthening institutional credibility than directing reader action. This finding aligns with Searle's concept of word-to-world fit, which positions assertive speech acts as a speaker's effort to adjust speech to the reality they believe to be true Rahardi, (2019) and House & Kádár, (2023).

Forms of Assertive Speech Acts in the Field of Education Stating

Assertive speech acts are used to convey information or statements that the speaker believes to be true. These utterances are representative because they describe the situation as understood by the speaker and are not intended to influence the interlocutor to act Rahardi, (2019). In education, assertive speech acts function as a means of conveying academic knowledge and information Apriastuti, (2019).

In education, assertive speech acts are commonly used to convey facts, explain phenomena, and describe the condition or development of the education system. Assertive speech acts often appear in education reports, academic texts, scientific presentations, and education policy documents Irma, (2019). The stating function in assertive speech acts allows speakers to objectively convey educational realities without demanding action from the interlocutor Ilham & Basri, (2024). Therefore, these speech acts play a crucial role in building readers' understanding and insight into educational issues Cahyo, (2024).

Specifically, assertive speech acts serve to provide an overview or affirmation of an educational phenomenon, both general and contextual. According to Sari (2022), assertive speech acts are characterized by the delivery of descriptive and informative information. This type of speech does not contain commands or invitations, but rather focuses on conveying facts or opinions that are considered true Kandam et al., (2022). Thus, the stating function in assertive speech acts is an important element in educational discourse that is informative and reflective Sari, (2022).

Table 1. Assertive Speech Acts: Stating

NO	Explicature	Form	Context	Intent Speech	Note date
1.	Malaysia... is a developing country with twinkling city lights... and education that is no less advanced.	Stating	Country introduction text in educational activities/reports	The speaker's intention is to provide a positive picture of the condition of Malaysia, especially in the aspects of urban development and education, in order to increase the reader's knowledge or to use Malaysia as an example or comparison in the context of discussing education and development.	10-08-2023
2.	The use of artificial intelligence (AI)... has spread to the educational realm from elementary to higher education.	Stating	This speech is in a presentation or report whose application is in the world of education.	Provides factual information regarding the widespread use of AI technology in education and emphasizes the changes and adaptation of the education system to technological developments.	02-12-2024

The statement "The use of artificial intelligence (AI) has spread into education, from elementary school to higher education," not only serves to convey facts but also constructs a narrative that education is undergoing an unavoidable digital transformation. The speaker uses the declarative form to present AI as a phenomenon that has become part of the education system. Thus, the utterance's function goes beyond providing information, but also constructs the reader's perception that technological adaptation is inevitable in education.

These findings indicate that the assertive speech act of declaring on Edukreatif.id tends to be used to legitimize educational change through the presentation of facts. Unlike directive speech acts, which aim to influence the reader's actions, the declarative form works indirectly: the reader is not commanded to accept AI, but rather directed to view its use as

something normal and natural. This strategy demonstrates that language in digital education discourse has an ideological function, namely constructing a particular perspective on educational development Sari, (2022).

These findings differ from research by Harisah (2021), which found that teachers' assertive speech acts in the classroom were primarily used to directly explain learning materials. At Edukreatif.id, assertive speech acts not only explain but also build legitimacy for educational innovation. In other words, assertiveness in digital media functions more broadly than in classroom interactions because it focuses on shaping public opinion regarding digital education.

Forms of Assertive Speech Acts in the Field of Education Reporting

The assertive speech act of reporting is a form of speech act used by speakers to convey information about events, activities, or situations that are currently or have occurred. In this utterance, the speaker is committed to the truth of the information conveyed, so the utterance functions to provide an objective picture to the interlocutor Putrayasa, (2021). The speech act of reporting is a representative speech act because it represents a specific fact or reality as understood by the speaker Oktavia, (2022). In the educational realm, the assertive speech act of reporting is widely used in school activity reports, academic reports, and educational program documentation Ilham & Basri, (2024).

In the educational context, the assertive speech act of reporting functions as a means of conveying factual information related to the implementation of activities, learning programs, and other educational support activities. Reporting utterances are usually informative, objective, and do not contain elements of persuasion or commands Oktavia, (2022). The main function of this speech act is to ensure the reader or listener obtains a clear understanding of an educational activity Aini and Utomo, (2021). Therefore, the assertive speech act of reporting has an important role in formal and administrative educational discourse Ervina (2023).

Table 2. Assertive Speech Acts: Reporting

No	Explicature	Form	Context	Intent Speech	Note Date
3	MI Muhammadiyah Akhlaqul Karimah once again held a Learning with Foreigners activity.	Reporting	The narrative in the educational activity report aims to describe the school program.	Informing readers about the re-implementation of educational activities at MI Muhammadiyah Akhlaqul Karimah involving foreigners as part of efforts to improve the quality of learning.	15-02-2024

4	The workshop was held on October 10, 2024 with 18 students participating.	Reporting	This statement is in the report on the implementation of educational activities regarding the number of workshop participants.	The speaker intends to provide clear and objective information regarding the implementation of the workshop, especially regarding the activity schedule and the number of participants involved.	02-12-2025
5	KKN teachers also focus on learning to read and write.	Reporting	This narrative is in the education report or description of KKN activities which explains the focus of the teaching program.	Explaining that KKN activities not only include other activities, but also emphasize strengthening basic literacy, namely reading and writing skills.	10-08-2023

The utterance "The workshop was held on October 10, 2024, with 18 students participating" appears to be a simple report, but pragmatically, it serves to demonstrate program accountability. The mention of the date and number of participants is not merely administrative data, but rather a strategy to reinforce the impression that the activity actually took place and can be verified. Thus, the speech act of reporting is used to build reader trust in the institution or program being reported on.

This function demonstrates that the assertive speech act of reporting on Edukreatif.id has a legitimacy dimension. The speaker not only documents activities but also presents quantitative evidence to make the program appear credible. This indicates that in digital education discourse, facts are often selected and compiled not only to inform but also to strengthen the institution's image of success. These findings demonstrate that digital education reports are both representative and implicitly persuasive Oktavia et al., (2022).

These results align with research by Oktavia et al. (2022), which states that the speech act of reporting functions to convey objective information. However, this research reveals an additional, under-discussed function: the use of reporting to strengthen institutional legitimacy. Thus, assertive speech acts in digital media are no longer entirely neutral but have the potential to become a means of image building.

Assertive Speech Acts in the Field of Education Affirm

Assertive speech acts, such as affirmation, are speech acts used by speakers to strengthen or emphasize a statement so that it is understood as important and true information. In this utterance, the speaker demonstrates a high level of confidence in the proposition conveyed, so that the interlocutor is directed to accept the information as valid House & Kádár, (2023). Assertive speech acts fall into the assertive category because they function to represent a situation or fact according to the speaker's understanding and strengthen trust in the information conveyed Sari, (2022). In educational contexts, assertive speech acts, such as affirmation, are often used to strengthen assessments of program success, student responses, or the effectiveness of a learning activity Harisah,(2021).

In educational discourse, assertive speech acts, such as affirmation, have evaluative and validating functions. The speaker not only conveys information but also emphasizes the value or meaning of that information Cahyo, (2024). Assertive speech acts are commonly found in educational activity reports, program reflections, and descriptions of learning success Apriastuti, (2019). Thus, this speech act plays an important role in building the reader's understanding of the impact and success of an educational program Juwita & Purnamasasri, (2018).

Table 3. Assertive Speech Acts: Affirm

No	Explicature	From	Context	Intent Speech	Note Date
6	This KKN KI program is very helpful in solving this problem.	Affirm	Speech appears in reports or Education	Assess and confirm the success and benefits of the KKN KI Program in solving community problems.	10-08-2023
7	The students were very enthusiastic to welcome guests from UMS.	Affirm	Speech used in reports or descriptions of educational activities.	Provides an overview of students' positive responses and attitudes towards guest visit activities as an indicator of the success and attractiveness of these activities.	22-11-2024

The utterance "This KKN KI program is very helpful in solving this problem" demonstrates that the assertive form is used to reinforce a positive evaluation of a program. The phrase "very helpful" indicates that the speaker is not simply reporting the program's existence but also directing the reader to a specific assessment, namely that the program is successful.

Therefore, the assertive speech act functions as a means of social validation for educational programs.

Unlike the stating and reporting forms, which tend to be neutral, the assertive form more clearly demonstrates the speaker's attitudinal involvement. The speaker demonstrates support for the program being discussed through the use of intensive words such as "very," "proven," or "successful." These words transform information into an evaluation. Thus, the assertive speech act not only represents reality but also shapes the reader's perception of the value of an educational activity (Ilham & Basri, 2024).

This finding supports research by Sari (2022) which states that assertive speech acts can function as evaluative. However, on Edukreatif.id, the evaluative function is more dominant because it is used to strengthen the legitimacy of the success of digital education programs. This shows that digital educational media not only conveys facts but also actively builds readers' confidence in the effectiveness of the published programs.

Overall, the three forms of assertive speech acts exhibit a similar pattern: they are used to build information credibility, institutional legitimacy, and acceptance of educational innovations. The stating form builds understanding, the reporting form builds trust, and the asserting form builds conviction. These findings demonstrate that language in digital educational media functions not only as a means of conveying information but also as an instrument for shaping meaning and opinion within the educational community.

CONCLUSION

The research results show that assertive speech acts on Edukreatif.id during the 2023–2025 period were dominated by stating, reporting, and affirming forms. The stating form was used to build readers' understanding of digital education issues, the reporting form was used to strengthen trust and credibility of programs, while the affirming form was used to legitimize the success and effectiveness of educational activities. Thus, assertive speech acts in digital education discourse function not only to convey information but also to shape readers' perspectives on educational innovations, policies, and programs.

Scientifically, this research expands the study of pragmatics by demonstrating that assertive speech acts in web-based digital educational media have a legitimating and ideological function, not merely a representative one. Practically, the results of this study can be utilized by educational platform managers, teachers, and content writers to craft clearer, more credible, and more persuasive educational messages.

This research is limited to one website, Edukreatif.id, and focuses solely on assertive speech acts. Therefore, further research is recommended to examine other digital educational media, compare various types of speech acts, or examine reader responses to obtain a broader picture of the influence of language in digital educational discourse.

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