

Literature Learning: Pragmatic Study of Humor Discourse in Indonesian Political Humor Book

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ARTICLE INFO

Article History:
Received 03.04.2019
Received in revised form 19.08.2019
Accepted
Available online 01.11.2019

ABSTRACT

The use of discourse as a medium for conveying messages to the community has been carried out in various fields. Discourse for criticism, suggestions, or satire is often conveyed in with humorous attributes to make it more interesting. This study aims to analyze the pragmatic aspects of humor discourse in the "Humor Politik Indonesia (Indonesian Political Humor)" book. The qualitative approach and descriptive methods were used in this study. The results of the analysis showed that the pragmatic aspects contained in the book were in the form of presuppositions and implicature aspects. The presupposition aspect includes lexical, counterfactual, structural presuppositions. For the implicature aspect is in the form of mockery and satirical forms of implicatures. These results prove that the pragmatic aspects used in humor discourse are discourse constructors to create funny effects for readers. It can be implied that the political humor discourse that contains aspects of pragmatics can be used as teaching materials in learning Indonesian in senior high schools. This relates to Basic Competence to evaluate the anecdotal test of the implicit meaning aspect that students must have.

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Keywords:¹

Humor Book, Descriptive, Language Game, Pragmatic, Discourse.

INTRODUCTION

Language is defined as a communication tool among community members in the form of sound symbols produced by human speech organ. Every sound produced cannot be considered a language if it is meaningless (Devianty, 2017). If language is seen as a system, then we need to look at its components and their interactions (Andrason, 2014; Gromov & Migrina, 2017; Taverniers, 2011). The components consist of substance, form and meaning. Substance refers to sounds used in language, such as vowels and consonants. Forms can be grammar, lexis and phonology. Then, meaning refers to what is told in speaking a language. Just like other components, language also requires time and study and is used as a culture to keep developing (Rachman, Andayani, & Suyitno, 2019; Ulrich & Jr., 2018). However, in this study the use of language refers to more scientific things in nature.

Scientific studies no longer discuss how language is defined as a communication tool among community members (Santana, 2016), but the use of objects from language as a material to be studied and how the object should be studied. Linguists and philosophers have given the limitation in the language conception, namely: (1) Exist, observable, (2) describable, and (3) recognized as a language. One object of language is the use of discourse.

Discourse in pragmatic studies is interpreted as a coherent combination of sentences from a speaker to a listener including speech and context (Adjei, 2013; Wang, 2014) Discourse can be used in various fields

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(Green, 1983). Educational studies have used discourse as a tool for assessment (Bryant, Spencer, & Ferguson, 2016). In their study, Rijt, Swart, & Coppen, (2018) use discourse as a tool for learning grammar and Alvermann (2009) uses discourse as a means to redesign teacher education programs in order that prospective teachers can build their own capacities according to their desired competencies. Discourse can also be built alone by students after learning a concept, because by which students can train their writing skills (Darsono, Winarno, & Slamet, 2018; Markamah, Slamet, Rukayah, & Winarni, 2019).

The use of discourse in the field of journalism is mostly done to convey facts to the public (Ekdale, 2014; Krüger, 2016; Sabao, 2016). The use of discourse is also widely spread in the political field (Councilor, 2017; Hart, 2015; Musolff, 2018; Roderick & Roderick, 2018). The flexibility of the discourse to communicate various fields is undoubted. However, in order that the delivery is easily accepted by the community, discourse is often presented with attributes that make it more interesting, one of which is humor. Thus, such linguistic object is called humor discourse. In addition, each adaptability is reflected in individual skills to be flexible in cultures that are not well known in intercultural communication.

An understanding of humor is important because it covers many aspects of human life (Sakaeva et al., 2017). In the deteriorating situation of society, humor plays a very big role. One of the roles of humor in people's lives is to melt away and refresh the situation so as to relieve the tensions that arise due to living conditions (Rossing, 2016). Therefore, nowadays, there is an increase in the use of humor. Many types of humor appear in the community such as comics, memes, movie humors, stand-up comedy, and others that can be found around us (Puri, 2019). Besides its function of changing one's emotional situation, humor also has a function as a means of education and social criticism (Mata-mcmahon, 2017; Thorogood, 2016). As one of the linguistic phenomena, humor can be found in various places in various forms. Humor discourse can be presented in various media both printed and electronic media that can be accessed online (Vivona & Ed, 2014).

Humor discourse in pragmatics itself is interpreted as a form of language that deviates from language rules and conversational principles. Humor can basically be created through stimulation or jokes by using language with certain methods. In addition to humor discourse, language games are also often used in puns (Wijana, 2003). The most common deviation is in the form of the use of force (ambiguity). Therefore, language games are needed to trigger humor discourse. Language games in this study are not those used in the language learning process in the classroom but are a form of language creativity by utilizing linguistic aspects.

Humor has been recommended as a good way for students to learn vocabulary, syntax, semantics, and discourse conventions of target languages, as well as to gain insight about (Bell, 2009). To help language teachers make a sense of humor and choose examples that are suitable for use in their classrooms, appropriate humor discourse studies are needed. This is in line with research department, namely Indonesia Language Education where the researcher is a teacher candidate who will teach Indonesian Language subjects. This study aims to examine humor discourse through a pragmatic approach, so that the results can be used by the teacher in the learning process in class.

Situation of the Problem

Studies on humor discourse have been conducted by several researchers, but in general the studies used are semantic and phonological approaches (Alduais, 2015; Gridina, 2016; Xiang, Grove, & Giannakidou, 2016). If studied more deeply, humor discourse can be analyzed using pragmatic studies. Therefore, language games that are used as constructor aspects of humor discourse can be analyzed which will automatically produce new findings and enrich the studies on pragmatics.

Aim of the Study

In particular, this study aims to analyze humor discourse on books by using a pragmatic approach to provide an understanding of how the humor discourses seen from the language games used. The results of this study are expected to be used as a learning resource for student materials and reference source for the preliminary study of humor for teachers. This shows that system developed by Indonesia, both from the central level and the local of education, is able to synergize according to its era (Ardiansyah, Suharno & Triyono, 2018).

METHOD

This study uses a qualitative approach and descriptive method. According to Creswell (2012), qualitative study is a method for exploring and understanding the meaning of a number of individuals or groups of people who come from social or humanitarian problems. Creswell (2012) also explained that qualitative methodology can be carried out with various approaches including: participatory research, discourse analysis, ethnography, grounded theory, case studies, phenomenology, and narrative. The choice of method in this study was adjusted to the research objectives. The formulation of the problem in this study is what pragmatic aspects are used in humor discourse in Indonesian political humor books?.

Material

The data sources used in this study are humor discourses obtained from a book entitled *Humor Politik Indonesia* by Felicia NS in 2012 published by the Presindo Media in Tangerang. The data in this study were descriptive data in the form of words obtained from the results of analysis of language games from the pragmatic aspect in the *Humor Politik Indonesia* book. The book was selected using the analysis with several considerations based on theoretical concepts possessed by the researcher to provide descriptions of empirical characteristics.

Data Analyzes

This study focuses on language game in the pragmatic context in a humor book entitled *Humor Politik Indonesia*. The language game data found were then classified according to the division of their respective pragmatic aspects.

FINDINGS

This study used a pragmatic study. This study defines the hidden meaning of a writer (Siddiqui, 2018). In this case, pragmatics is a study that discusses how readers examine meaning. Pragmatic studies have several aspects, namely presupposition, speech acts, and conversational implicature. Each aspect is described in Table 1 as follows.

Table 1. Form of pragmatic study aspect

No	Aspect	Description
1	Presupposition	The phenomenon where the speaker marks linguistically or the initial assumption of the speaker before making a speech that what will be conveyed is also understood by the interlocutor. Expressions from the interlocutor that carry presuppositions are called "presupposition triggers"
2	Speech act	Speech acts are usually performed by a speaker when he/she begins to mark something that is part of social interaction. Speech acts are carried out to make the listener know the meaning of a sentence. Thus, speech acts are very dependent on the context and place of occurrence

3	Conversational implicature	Implicit messages contained in oral and written expressions. This is closely related to what is interpreted, suggested and intended.
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This study used *Humor Politik Indonesia* book so that the second aspect in Table 1 cannot be observed. In the next section, the author will present two other pragmatic aspects, namely Presupposition and Implicature.

RESULT, DISCUSSION, AND SUGGESTIONS

Presupposition

In pragmatic studies, the presupposition aspect can help listeners or readers in designing linguistic messages based on assumptions about something they have already known. By understanding the intent of speech or text, the communication process becomes smooth. Crane (1981) suggests that presupposition refers to conditions that must be found in the expected sequence of a sentence to be received appropriately. In addition, O'Grady, William, & Dobrovolsky (1993) also suggest that presuppositions are assumptions or beliefs implied by the language user on certain words or structures.

Pragmatic presuppositions aspects contained in humor discourse of the *Humor Politik Indonesia* book by Felicia N S are presented in Table 2.

Table 2. Presupposition aspects contained in the *Humor Politik Indonesia* book

Data	Presupposition aspects	Discussion
1	<p><i>"A Farm Worker, a Conglomerate and a General"</i></p> <p>Three brothers were mentioned: a farm worker, a conglomerate and a general. The conglomerate invited them to dinner at a well-known restaurant in Jakarta. But they arrived a little late. As soon as they entered the restaurant, a waiter politely met them. The waiter said that the restaurant was almost closed because of running out of raw materials. "Sorry we lack imported meat," said the waiter. What the servant said was responded differently.</p> <ul style="list-style-type: none"> • Farm worker: "What is imported meat?" • Conglomerate: "What is lack?" • General: "What is sorry?" 	<p>The presupposition that occurs in data 1 is a lexical presupposition. Oualif (2017) reveals that lexical presuppositions are understood as a form of presupposition when conventionally stated meanings are interpreted with separate phrases. This lexical presupposition includes verbs, restrictive expressions, iterative and so on (Liang & Liu, 2016).</p>
2	<p><i>"The relationship between the Five Principles (Pancasila) and the 1945 Constitution"</i></p> <p>In a P-4 upgrading on a campus, a speaker was confused to see the participants drowsy. For ice breaking, he decided to have a question and answer session by appointing students randomly. First question,</p> <ul style="list-style-type: none"> • "What is the relationship between Pancasila and the 1945 Constitution?" (Nobody answered). • The speaker immediately pointed to a student sitting in the back corner. • Rizal replied immediately, "It's fine, Sir." 	<p>The presupposition that occur in data 2 is the counterfactual presupposition. Counterfactual presuppositions are not only incorrect, but also the opposite of the correct or contrary to reality (Oktoma & Mardiyono, 2013). This can be seen from the speaker's serious question answered incorrectly (jokingly) by Rizal. The presupposition causes the humor aspect of the discourse.</p>

Data	Presupposition aspects	Discussion
3	<p>"A Communist Child"</p> <p>In an elementary school class, a teacher asked his students.</p> <ul style="list-style-type: none"> • Teacher: "Who founded Indonesia?" • Students together: "THE NEW ORDER!" • Teacher: "Who founded schools including our school?" • Students together: "THE NEW ORDER!" <p>It seems that all the students answered loudly together. Yet, when the teacher looked more closely at each of them, not all shouted <i>New Order</i>. There was a student who had been silent. The teacher came to him.</p> <ul style="list-style-type: none"> • "Why don't you answer like your friends?" • "Because I am PKI (Indonesian Communist Party)," answered the student. • "Why are you PKI?" • "Because my father is PKI and so is my mother," answered the student. <p>The teacher felt sympathy for him. He gently said,</p> <ul style="list-style-type: none"> • "Even though your parents are both PKI, but you don't have to be a PKI. If your father and mother are thieves, do you want to be a thief too?" said the teacher. • The student answered calmly, "If my parents are thieves, of course I choose the New Order." 	<p>The presupposition that occurs in data 3 is the structural presupposition. Structural presuppositions refer to the structure of certain sentences that have been analyzed as a regular and conventional presupposition that the structure part has been assumed to be true (Bonyadi, 2011). This can be seen in the interrogative sentence. In this case, the speaker is assumed to be able to use structures such as to treat information as perceived (because it is considered correct) and the truth by the speaker. Structural presuppositions can guide speakers to believe that the information presented must be true, not just the presupposition of someone who is asking.</p>

Implicature

Implicature is a proposition that implies the utterance of a sentence in a context even though the proposition is not part of what is actually said (Gerald Gazdar, 1979). In detail, implicature is a component of the speaker's meaning which has an aspect of what is meant in the speaker's speech without being part of what he says. In other words, implicature has a hidden purpose from a speech. The implicature aspects of the *Humor Politik Indonesia* book are presented in Table 3.

Table 3. Implicature aspects found in the *Humor Politik Indonesia* book

Data	Implicature aspects	Discussion
1	<p><i>"Got you!"</i></p> <p>Mamat, the evicted victim of the New Order ruler, has just worked as a low employee at the post office. He seemed to really enjoy his work.</p> <p>But three days later, he was fired by his boss because he was too passionate about stamp printing. Five stamps had broken up. He has even caused the stamped metal defect because every time he saw a stamp with a picture of someone wearing a cap, Mamat immediately beat him with a stamp as hard as possible, while shouting "GOT YOU!!"</p>	<p>The implication found in data 1 is a mockery implicature. There is an attitude of displeasure with other characters to vent it. The low employee did whatever he wanted when he saw a picture of a figure he disliked.</p>
2	<p><i>"Wall Clock in Hell"</i></p> <p>After the doomsday, a group of former rulers in the world were waiting in line for their turn to enter the gate of hell. They were called in one by one by the angel in charge there. On the back wall, hung dozens of wall clocks as seen at airports to show different time positions throughout the world. Strangely, the wall clocks near the gate of hell varied in speed.</p> <p>A ruler from a small country in Europe was confused. He asked the angel.</p> <ul style="list-style-type: none"> • The angel replied, "These clocks show your level of honesty when in power. The more honest you are, the more slowly it rotates. The more corrupt, the faster it rotates. For example, let's look at the Philippine clock. " • Ferdinand Marcos, the former ruler of the Philippines, immediately turned pale. "The Philippine clock is rotating fast. That means it's true that Marcos committed a lot of corruptions," said the angel. • "There, look at the yellow one," someone shouted loudly, "Where is the clock from? The rotation is faster than the clock from the Philippines. " • "Oh, it's a clock from Congo," said the angel. "No wonder that the clock rotates no less quickly than the Philippine clock. Mobutu Sesesejo is famous for being corrupt. " • The crowd began to look for the clocks from all countries. They searched for a clock from Indonesia. After long searching and not finding any, one of them dared himself to ask the angel. • "Oh, Indonesian clock ...," said the angel, smiling 	<p>The implication in data 2 is the sarcastic implicature. This is supported by the presence of speech findings in the form of satire addressed to the leaders of the people that everything done in this world will be paid in the hereafter.</p>

Data	Implicature aspects	Discussion
	amusedly. "We put it in the kitchen. Very suitable to be a fan!	
3	<p><i>"A Policeman, an Army, and an Intel"</i></p> <p>Police, Army, and Intelligence Agency boasted to each other that they were the best in arresting suspected terrorists. The government believed that it was necessary to do a test to find out who was the best. Each party sent their greatest team. A rabbit was released into the forest. The participants had to try to catch it. The winner was the one who could catch the first.</p> <p>The intelligence team entered the forest. They immediately put informants in every corner of the forest. They questioned every shrub, grass, insect, and all the animals in the forest. No forest dwellers were not interrogated. After one month of thorough and extensive forest investigation, the intelligence team finally concluded that the rabbit had never existed, aka only bird news.</p> <p>The army team entered the forest. After one month of working without success, they finally lost their temper and burned the forest. Then, they reported that the rabbit had been destroyed. The "to catch" command has been interpreted as "annihilating", so the government considered it a procedural error. The army team failed to be the winner. Finally, the police team entered the forest. Only in two hours, they had come out of the forest carrying a white mouse. Its body was injured. Apparently, it had been interrogated while being tortured. The white mouse shouted, "Yes ... yes, I confess ... I confess. I'm not a white mouse. I'm a rabbit. "</p>	<p>The implication in data 3 is the sarcastic implicature. This is supported by the utterance that a white mouse is a domestic corrupter. No matter how smart they lie, they will be found out too.</p>

The humor discourse is characterized by elements of humor to genuinely create a happy mood. In addition to conveying the intention to entertain the reader, the author also expressed criticism to other parties, causing indirect effects.

Linguistic researchers have paid attention to the study of humor discourse, as evidenced by several studies that examine humor, its meaning and the way to make it. Study Result

Hassan (2013) shows that humor is a complex cultural phenomenon. Thus, to create a humor, it is necessary to do a survey of the main theories to see the uniformity of ideas to be conveyed with humor attributes. This is in accordance with the book analyzed by the author. The *Humor Politik Indonesia* is packaged by considering theories that are understood by ordinary people so that with the presentation of humor attributes, the reader will find it easier to accept it. In addition, the study of Verschueren (2017) shows that

stories with very serious themes can be presented in the form of humor. However, Sinkeviciute (2014) limits that the use of humor should not be too much because it will fade the intent of the real writer.

Based on the results of the analysis on the *Humor Politik Indonesia* book, it can be concluded that the humor constructor in the book uses presupposition and implicature aspects. The use of presuppositions is in the form of expressions relating to the conventional word meaning, something that is contrary to reality or counterfactual and structural sentences. Then, from the implicature aspect is in the form of satire and mockery implicatures for the analysis results obtained 3 presupposed data and 3 implicature data.

Language teachers are often encouraged to use humor in class. Humor is presented as a social and psychological benefit for students. It helps calm them down to create a comfortable classroom atmosphere, to create bonds between classmates, to increase student interest, and only to make learning more enjoyable. In addition, humor has been recommended as the best way for students to learn vocabulary, syntax, semantics, and conventions of target language discourse, as well as to gain insight into the culture of those who speak the language (Bell, 2009). To help language instructors create a sense of humor and choose suitable examples for use in their classrooms, a suitable study of humor discourse is needed. The results of this study indicate that political humor discourse can be used as a humor material or study material for student learning.

The literature on the relationship between cognitive development and expressions of humor shows that the type of humor students enjoy demonstrates their stages of thinking. This cognitive process develops from finding humor in actions and languages that are inappropriate and contain various meanings. When students laugh by interpreting humor according to their cognitive stages, it shows that they understand the meaning contained in the humor. Teachers can learn a lot about the sophistication of students' knowledge by realizing what they think is funny. They can also foster the development of higher-order thinking processes, such as creativity and problem solving, and mastery of basic skills by encouraging the development of humor. The study concluded that the use of humor by teachers can increase students' attention, reduce test anxiety, enhance critical thinking, reading and writing skills, and promote a positive class climate (Bergen, 2012).

Many studies have been conducted on the use of humor in learning, such as the role of humor in physics learning (Berge, 2017), the use of verbal humor to build the closeness of the teacher with his students (Gorham & Christophel, 1990), students' perceptions of humor used in learning (Melissa B. Wanzer, Frymier, & Irwin, 2010; Melissa Bekelja Wanzer & Frymier, 1999), humor used as a problem-based learning facility (Chauvet & Hofmeyer, 2007), the relationship between humor and intelligence, creativity, and (Hauck & Thomas, 1972) learning, and the use of humor in other learning activities (Dixon, Strano, Willingham, & Chandler, 2011; Fisher, 1997; Mihalcea & Strapparava, 2006; Shively, 2013; Wu, 2008; Ziv, 1988). This research, I hope to be able to add references for researchers and teachers, especially Indonesian subjects, which can be used as suggestions in the teaching and learning process.

Based on this study, it can be implied that humor discourse that contains pragmatic aspects of the *Humor Politik Indonesia* book can be used as a learning material for students. This is in accordance with the demands of Basic Competence in Indonesian Language subject in the tenth grade so that students can evaluate anecdotal texts from the aspect of implicit meaning. The pragmatic aspect of the presupposing and implicature can facilitate students to evaluate the implicit meaning in the humor text.

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