

Allusion as Intertextuality as the Strategy in Responding to a Conflict (Lecturers' Classroom Discourse Used to Minangkabaunese Students)

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Abstract: Allusion as the style of telling something indirectly is used by a lecturer to express her or his feeling about the students' activities. It is used since Minangkabaunese students can understand such kinds of words and tend not to feel injured if criticized indirectly. Therefore, this research was proposed to study the types of allusions used by lecturers in communicating learning task and power relation regarding to the conflict reduction as the impact of its use. This research is ethnographic with the participants chosen from the lecturers who taught at a teacher College, called STKIP PGRI Sumatera Barat, Indonesia. Data were collected by recording their discourse, observing and interviewing them and were analyzed by using content analysis. Findings are described that allusion has some types; they were comparing two objects to imply the situation, saying no to express a command, using admiration to express envy, commanding to do thing to express a prohibition of one's activity, ensuring student by blaming self, using negative-negative comparison, using positive-positive comparison. The use is influenced much by Minangkabaunese culture to say something indirectly which can reduce conflict.

Key words: Allusion • Intertextuality • Discourse • Minangkabaunese • Students

INTRODUCTION

Using allusion in speaking is one of the characteristics of Minangkabaunese people. It has become their culture and sometimes is used to approach someone. On the other hand, those who cannot use it in communication are impressed stiff. Most statements of Minangkabaunese people reflect their thought of using allusion in communication. For example, '*Aluntakileklahtakalam*, ' meaning that they can predict what someone says eventhoughhe or she does not clearly utterit [1]. In addition, it is considered more polite compared with direct utterance, especially when telling about his or her weaknesses or fault.

In learning process, allusion is also used by lecturers when teaching Minangkabaunese students. As a classroom manager, a lecturer mustrecognize the students who will become the target before selecting words. They then can be categorized into three categories; 1) those who wish to get influenced and inspired, 2) those who are

already with her or him and 3) those who will never be with her or him [2]. Therefore, adapting utterances when communicating with the students may influence the effectiveness and efficiency.

Based on interview done to some lecturers at STKIP PGRI Sumatera Barat, researcher found that they rarely used impolite utterances to the students directly. If they were disappointed with the students' work, they used allusion which made the students laugh. It also happened when answering a question which may make the students shy by answering directly. For example, when one of the students asked whether translation could be done by skipping some procedures, the lecturer answered, '*Kita bukanspidermankan? yangbisaterbang*, right, certainly, you may not.' Therefore, studying the use of allusion as intertextuality at STKIP PGRI Sumatera Barat in giving learning tasks is considered very important, to find out variety of allusion used by lecturers in communicating learning task and the power to reduce the conflict situation.

Critical Discourse Analysis: Discourse analysis is different from critical discourse analysis. Discourse is defined as different ways in which humans integrate language with non-language factors (the ways of thinking, acting, interacting, valuing, feeling, believing and using symbols, tools and object in the right place and at the right time). In addition, it is the language which is structured according to different patterns depending on domains of social life. Then, discourse analysis is the analysis of the discourse pattern. One of the discourse types is classroom discourse which is studied in this research. The discourse is contextually bound [3], [4], [5] and [6].

This study is critical discourse analysis (CDA) which concerns with the relationship between language and power. In addition, it is to find the larger unit of text to the basic unit of communication [7, [8].

As the topic of this research is allusion, the units of text in the form of allusion were analyzed to find out the lecturers' ideology. Then, power relation between lecturer and the students was analyzed to find out equality in communication which may have impact of the conflict in communication.

Minangkabaunese Culture and Characters: Minangkabaunese people in general have some characteristics, namely they are very aware of politeness in associating with others as the following statements.

"Nan tuodihormati (those who are older must be respected)

Nan ketekdisayangi (those who are younger must be loved)

Samogadangbawobakawan (those who are in the same age can be taken as friends)

Ibujobapakdiutamokan (mothers and fathers must be placed earlier) [9].

Moreover, in interacting with their society, they have important principles regarding to social life. It is democratic which is called "demokrasiTuahsakato" described in their philosophy "*kalaulurusnyamenahantilik, kalauadilnyamenahan banding*" (it is exactly right and wise).

Learning process at university may contain some kinds of learning task. The students should be active thinking about and doing the tasks. Listening to the lecturers' instruction, the students decide what to do, how to do and why to do. The students may do such task, but some students choose a deviant way to

accomplish it and they do not think of the deviancy. Even, they think they have done something properly and do not accept if they get mad mark. Furthermore, knowing the purpose of doing the task is recommended before doing it. It may lead the students' action during the task.

Principle of Minangkabaunese people in doing a task fundamentally is important to socialize and introduce to the students. Naturally, Minangkabaunese students can do learning task maximally and honestly if they realize their potential and are trained to be industrious since their childhood. Their potential is depicted in "*pepatah*" or proverb "*Duduakmarauikranjau, Tagakmaninjaujarak*", (sitting while whittling a booby trap, standing while viewing the space, meaning that they are diligent by spending their time with useful activities or working continually[10]. It is the lecturers' task to make them know and qualify their potential in task performance. To implement it, training is very urgent since it can make them accustomed to a hard work. Moreover, the hurt feeling of having a burden of task must be changed to the need of the work.

Allusion: In Minangkabau, allusion is not strange since it is used frequently in communication among the community. Allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It does not describe in detail the person or thing to which it refers. It is just a passing comment and the writer expects the reader to possess enough knowledge to spot the allusion and grasp its importance in a text [11]

An allusion is also defined as a reference to an artifact, which could be a person, place, thing, event, or quote. The use must be well-known and identified by a large group of people so that it is meaningful. However, those who are unfamiliar with the allusion will not understand the intended meaning of of speaker [12].

It is a single theory based upon Grice's theory of Conversational implicature. Alluding is a two-step process of implication. First, a speaker implicates that he is referring to some entity (Allusive Reference). Second, he implicates something further thereby (Allusive Implication)". Moreover, an allusion consists of two elements: A referential element and an implicational element. Speakers and theoreticians are generally aware of the referential element, but the implicational element is often ignored. Moreover, references are differentiated into the followings; direct reference, implicational reference and allusive reference [13].

The term allusion has several distinctive characteristics. First, allusive art works are heavily and intentionally intertextual. Second, the allusive form is aggressively artificial. Third, the allusive form is confrontational; Allusion creates a gap between the alluding text and the alluded-to text which the reader must cognitively bridge. Fourth, the allusive form is elitist, because it requires the highest level of cultural competency from its audience. Fifth, the allusive form is polycultural. Sixth, the allusive art form is anachronistic [14]. The characteristics were used as indicators of allusion. To validate the allusion, researcher examined the completeness of information by examining whether the infusing text and the current text can convey meaning, but no one can be meaningful if it stands alone.

Moreover, in Minangkabau, allusion is called *kias* and has some functions, such as local cultural inheritance, representation, expressiveness, conation, irony and assertiveness. Representational function includes representation of attitude and behavior, representation of cultural leader's characteristics, representation of socio cultural and economic systems, representation of the order of community life. Expressive function includes expression of upset, pleasure, anger, frustration and pessimism. Conative function includes influencing, commanding, advising, requesting, creating solidarity, building a positive image [15]

MATERIALS AND METHODS

This is a critical discourse analysis, in which allusion is used as intertextuality in communicating learning task. It was done to find out a variety of allusion used by lecturers at Teacher College, STKIP PGRI Sumatera Barat, Indonesia used when communicating with their students. It was also to find out their language ideology and their power relation with the students during communication.

The method of research is qualitative in nature with ethnographic approach. The method is content analysis. The participants are lecturers who taught at STKIP PGRI Sumatera Barat. They were chosen purposively before and after the data were collected. They were chosen based on the level of seniority and accessibility and their field of study. Based on their field of studies, they are categorized into three different groups, natural science education, social science education and language education. Two of lecturers were chosen in each group, one male and one female lecturers. In the earlier stage of data, three male and three female lecturers were observed and interviewed. The data were recorded and transcribed,

but after the analysis, participants used in this research were only two lecturers who taught Statistics, Micro Teaching and Research Method.

Finally, the data were analyzed with textual and contextual analysis with some steps. They include: formulating the issues, determining the material sample, establishing and defining the text components whose contingency is to be examined to draw a category system, determining the units of analysis (recording unit, context unit, unit of classification), defining contingency to establish rules as to what counts as a contingency and interpretation of the contingencies [16]

Since the issue of this research is about variety of allusion, the material sample was taken from the lecturers' discourse and the components of text were determined based on the indicators of allusion by examining the contingency between the text and the allusion. Then through units of analysis, in this case, recording unit with the context and interview, the contingency can be determined so that the pattern of allusion can be formulated. After finding the contingency of each unit, coding system is built and common occurrence of each category is examined and the findings are interpreted.

Analysis: Characteristics of allusion were used in categorizing the data. First, allusive art works are heavily and intentionally intertextual. Second, the allusive form is aggressively artificial. Third, the allusive form is confrontational. Allusion creates a gap between the alluding text and the alluded-to text which the reader must cognitively bridge. Fourth, the allusive form is elitist, because it requires the highest level of cultural competency from its audiences. Fifth, the allusive form is poly-cultural. Sixth, the allusive art form is anachronistic [13].

Comparing Two Objects to Describe a Situation

Excerpt 1

I ...Ya..masih nervous ya.. masih pucat yakelihatannya....

Ya, Aren't you still nervous? You still look pale

2Masihnggak kelihatan mana yang gigidan mana yang pipi.

I cannot see which one is your tooth and which one is your chick

Ok Mia, give your comment and Puji listen carefully.

The above intertextuality was uttered after the students practiced teaching and sat down. Since the lecturer was not satisfied with the student's performance, she scorned her while joking.

Intertextuality in the utterance 2 does not have the real meaning, since it is artificial which refers to 'pail.' It is alluded to the text, "You look so pail." It cannot be comprehended by any person, because it needs cultural interpretation showing meaning expressively. In this situation, becoming pale is alluded as the color of teeth.

Although such intertextuality did not touch the students' emotion directly and was just used humorously and unintentionally, it could reduce conflict more. In addition, telling directly the fact that they did not prepare well. However, the content of intertextuality was not comprehended which could be seen from the student's response 'smiling'.

Indigenous people of Minangkabau were accustomed to using allusion when speaking or talking. For example, using animal in describing a harmful activity "*Bakmanggantanganakayam, masuaksaikua, kaluasaikua.*" (as if it measures chicken, one enters, but the other one goes) [17]. Similar with the datum above, to describe the situation of nervousness, the utterance 2 was used. It is used in responding to the student's reason for the bad performance which is supposed as meaningless reason. Then, in responding to the incredible reason, she used the intertextuality. Therefore, this intertextuality is a lecturer's reaction to the student's inappropriate reason.

The problem is that the students did not know that the lecturer did not believe in what she said. By using the intertextuality, she teased the students. However, the students were not influenced by the use of intertextuality.

Rather criticizing the students directly, using intertextuality as the utterance 2 before giving a comment, can give opportunity for the students to be ready to listen to the critics from their friends and the lecturer. Though they do not understand the message in intertextuality, the situation when uttering the language makes them more relaxed. In addition, using intertextuality before the main text will not detract the memory so they can listen to the message as usual.

Using Negation Referring to a Command

Excerpt 2

3 L: *Diurutkandulu. Silahkan, siapa yang sudah selesai?*
Arrange it first. Please... Who has finished?

4 S: *Haaah! dikumpulsekarangbuk ?*

Huh! Is it going to be collected today, Mam?

5 L: *Gak, tahundepan. Yaiyalah, nantigakpahamanandatu....*

Nope, next year, it is certainly, later you will not understand.

Before the lecturer asked the students to do exercise, she reminded the procedures that the students should follow. The answer in the utterance 4 shows that they had not yet been ready to do it. It might happen since they did not pay attention to the procedures explained or they did not think that the task would be done soon. As the effect, the lecturer responded to the question by using intertextuality expressively as in the utterance 5.

The intertextuality is not the real meaning, but the meaning is comprehended through the context. The two utterances have opposite meaning, but the students could understand that the lecturer was not angry and she spontaneously answered the question. The intertextuality was used as an act to direct the students' effort to do learning exercise soon. The negation was used referring to a command. In addition, using negation can attract the students' attention, so that they listen to what the lecturer inform. Moreover, their attraction can call their concentration so that it helps them able to do learning task more easily.

It is understandable through the student's question that they actually feel reluctant to do the task at that time. In the situation that they feel reluctant to do learning task, they may ask whether they must do the task soon or after school. The lecturer should understand it and try to eliminate their reluctance. One of the ways to eliminate it as found in the above excerpt is by using an opposite answer followed by the real answer soon. She asserts the answer, so the students will not have any bargaining.

It is also found that direct way is much more harmful which sometimes raises desire to protest what the lecturer asks. The students' tendency to reduce the lecturer's power may be achieved through this technique. It is the technique to ask the students humorously, but the use should be followed by appropriate facial expression.

Using Positive Form of Words Referring to Negative Situation

Excerpt 3

6 ... *Makanyaandasayabilangkelasakselerasi....*

That's why, I say you are an acceleration class.

7 *Jadimengertiatautidakmateri hariitu andadapat mencarinya outside of the classroom.*

Whether or not you understand learning material, you can find it outside of the classroom.

The discourse above occurred when the lecturer found that one of the students who practiced teaching did not explain anything, but she directly asked some

questions to the students. On the other hand, their friends who pretended to be students could answer the questions. She told that it was an acceleration class, since all students did not realize that they must pretend to be students. When the intertextuality was produced, the students could understand the lecturer's statement so that they just smile for becoming shy, but they did not feel insulted.

This intertextuality was more confrontational to the real situation. The lecturer referred to the situation that the teacher did not teach anything since the students could learn outside. It is contrasted with the teacher's responsibility in the classroom. She used the term 'acceleration' to show her disagreement of the student's way in teaching. It is not the real meaning, but it is to criticize the situation.

Telling weaknesses as they exist is commonly unfavorable. The participant will feel insulted and shy when listening to their weaknesses in detail, mainly if it is announced in class. Thus, using an allusion may be useful as long as the students can understand the meaning.

Using another utterance which carries the same meaning can reduce the conflict between the lecturer and the students as long as they understand. However, micro teaching class is the place where the students are trained to teach, so naturally critics will follow the students' performance. On the other hand, the students' language unawareness of the meaning of indirect utterances limits their capability to understand the meaning of the above intertextuality. When they are unaware of listening to information, they will get nothing.

Causing Students to be Aware of their Fault by Commanding them to Do Impossible Activity:

Excerpt 4

8 Kemudian untuk Siska juga membaca teks dari slide yang ada di papan.

Then, Siska also read the text from the slide shown on the whiteboard.

9 *Besok kalau miss Siska mengajar, anaknya bawa lup saja ya, soalnya bacaannya tidak jelas.*

Later, if you teach, ask your students to bring a magnifier, since the text cannot be read clearly from the back.

The discourse occurred when the lecturer criticized the students' performance in teaching. The students showed small slide which was not clear from the back and the lecturer said the utterance 9.

Through intertextuality, she stated that the slide used in teaching was not useful for the students, since they could not read it. The utterance is really anachronistic since it is not an appropriate place to use a magnifier to read a teacher's letters on slides. Moreover, it is used only as intertextuality to contrast the size of the teacher's letters with the standard. Therefore, asking the student teacher to order her students to bring the magnifier with them does not have the real meaning, but it is just to impress that it is impossible to bring it just for reading a slide.

Compared with telling it directly that the letters on the slide are too small to read, the lecturer adding the text with allusion as utterance 9, is much more preferable and unforgettable. Even though the utterance is understandable, if it stands alone, it may not come to the students' minds, so other students will make the same fault. On the other hand, by adding it with allusion as such the datum above, the lecturer can attract other students' attention to the problem and remember it longer. Therefore, using allusion with this type may reduce repeating the same fault either by the same student or by the others.

Convincing the Students by Blaming Self

Excerpt 6

10 *Apakah sayalah. Silahkan.. tidak apa-apa. Tidak selaludosenitubenar.*

Am I wrong? Well, it doesn't matter. The lecturer is not always right.

11 *Jadi di dalam materi itu ada struktur, ada linguistic feature....*

So, there are the structure and linguistic features in learning materials....

The above discourse is preceded by the lecturer's comment on the students' performance. She pretended to blame herself beginning with the question by saying the utterance 10. This expression is not really to blame herself, but to show that she is right. Thus, by using the intertextuality with opposite meaning, the discourse sounds more polite and the students do not feel guilty.

This is the way to influence the students' emotion to confess that they have done wrong. On the other hand, telling the truth may not be effective to make the students realize their mistakes. This is the way to tell the students' mistake indirectly. They can understand it more easily, compared with direct way to tell their mistake, since telling it directly can influence their emotion, for example, they

feel shy or insulted. Thus, using it has the power to reduce the conflict which might happen because of the main text.

Viewed from Minangkabau characteristics, no one in Minangkabau likes blaming even though they are wrong. This characteristic is called excessive individualism – the feeling that one is more superior and they tend to be angry if someone does not respect them [18].

The intertextuality above contains the lecturer's statement to confess that she is not always right. But by using the question "*Apakah sayalah*" she actually wants the students to realize their mistakes. The lecturer blaming herself may touch the students' emotion, so that they become open to accept the lecturer's comment.

Comparing Negative Activity with Negative Thing

Excerpt 5

12 Bagaimana caranya untuk menjaga interaksi?

How to save interaction?

*13 a p a k a h j a l a n -
jalandarimukakebelakangsepertisetrikarusak. Apaka
h begitu?*

Is it by walking forward and backward as a broken iron?
Isn't it?....

The datum above is comparing the students' behavior with an object. It looks like a joke, but if the students understand the meaning, they will not think that it is a joke. On the other hand, it is an expression of feeling unsatisfied with the students' performance.

Comparing the students' negative activity with negative thing as the utterance 13 is rarely used by some lecturers. It is culturally embedded to their habit and is used spontaneously. The intertextuality means that the activity is useless, as if it were a broken iron. This allusion is elitist which is difficult for the students to understand. However, this type of allusion is not powerful to correct the students' action, since they do not understand the allusion. Therefore, whatever allusion is used, the lecturer should consider understandability.

Moreover, the meaning of intertextuality cannot be recognized by all students. Even, more students do not understand the meaning. The language looks like a meaningless joke and does not relate to the content for the students. It needs higher language competence to interpret. As the effect, the students cannot understand it.

As the students do not understand the meaning of intertextuality, the function does not work. Talking about how to keep interaction, she used the utterance 13 which may not be comprehended by the students. Thus, in time the students were asked to answer question, she used the clue, with negative meaning as utterance 13. The problem is that the students will be influenced by the intertextuality so that it may reduce the students' comprehension of the content mainly if the lecturer is not capable of changing the topic. Thus, using such kind of allusion needs the lecturer's communicative competence in switching the topic.

Comparing Positive Thing with Positive Activity

Excerpt 7

*14 Proposal niibarakitamanggalehya,
o y b a l i l a h i k o h e b a t b a n a k o h a ,
o y b a l i l a h i k o m a k a n a n s e h a t k o m a h ,
samadenganberjualan.*

15 Proposal is alluded with trading activity. Any people!
Buy it. It is very great. Buy it, it is healthy. It is similar with trading...

Different from the previous datum, the latest datum is a description of the situation created by the lecturer to motivate the students to do their best in writing a proposal. She used allusion as in utterance 15 to compare the activity of writing a proposal and trading. She convinced the students to produce a valuable proposal so that it becomes useful for others and as the effect, it will be accepted by the lecturer.

The problem is that not all students can understand the utterance, especially if they have never had an experience in trading. The allusion with elitist utterance needs higher interpretation and when it does not come to a correct interpretation, it will not influence the students to produce a good proposal.

The gap between proposal as alluded text and trading as alluding is a little bit far for some students. In writing a proposal, a product is a proposal, while in trading, goods become the priority. Therefore, to understand the allusion needs the students' experience in trading, so that they know what to consider in writing a proposal.

RESULTS AND DISCUSSION

Data and the analysis prove that there are seven types of allusion used by the lecturers when communicating learning task to the students. The first type is comparing

two objects to describe a situation. Associating something with the other sometimes is proposed to make the students understand. But in the above discourse, it is an indirect statement to tease the students for their incompetence in doing the task, especially when they tried to find some reasons to hide their fault, as for example, they did it because they were nervous. It is intentionally intertextual and artificial in responding to the students' answer. But, the way does not influence to the students emotionally. They may think it is joking.

In a research about advertisement, it was found that joking is humorous and the process of humor draws on cognitive resources that detract attention from an advertised product and reduce product memory. But it can enhance product liking [19]. Similar with an advertisement, joking in communicating learning task can detract the students' attention on the task.

The second type is using negation referring to a command. It is produced since the lecturer does not like the students' utterance. She used the utterance when one of the students asks a question that must not occur. Therefore, the utterance is a reaction to the silly question. One of the functions of allusion studied in a poem is event that carries emotional association into the poem without directly stating the emotion [13].

The third type is using positive form of words referring to negative situation. It is used to tease the students for their failure. The meaning of the utterance is opposite with the words used. It may be useful if the students can understand it, but the fact the students were not influenced by the words, since the same activity was also done by other students in the next performance.

The fourth type is making the students aware of their fault by commanding them to do impossible activity. It is also to tease the students when doing something wrong with their task. To describe the image of the situation, the lecturer asked the students to do impossible activity such as bringing a magnifier. It is not the real one, but it is just used as the variety of utterance to say that they have done something wrong. The variety is useful as long as the students understand the meaning. However, most students thought that it was only a joke so that they laugh. Therefore, the allusion can detract the students' attention to the message and reduce the memory. When listening to the allusion, they forget the content.

The fifth type is comparing negative activity with negative thing. Minangkabau people do not like if their fault is told directly. But if they are told by using allusion by comparing their activity with negative thing, they do not feel embarrassed.

The sixth type is convincing students by blaming self. Most students do not like being blamed. They tend to maintain self-defense, which may not be effective when communicating with the students. However, it can be reset, starting from blaming self to make the students accept their fault. It can be done since it can touch the students' emotion. As the effect, the students would rather accept their fault than listen to the lecturer's admission of her fault. It is effectively used when finding the situation that the students cannot admit their fault. They maintain that they are true. But, if the situation does not occur, it is just used as a joke which touches the students' emotion [19].

The seventh type is comparing positive thing with positive activity. It is one of the ways to associate the meaning, so that the students can understand the meaning of information. As found in this research, the students may not understand how to make a good proposal. Then by associating with the technique of selling, they can think how it is. How to persuade a customer is similar to how to persuade the assessor of a proposal to accept. This type of allusion is objective correlative [19]. The lecturer used the allusion to relate the main text and the intertextuality by using the word "*sama*" or similar to. This type of allusion is a visualization of a subject with something more concrete. It must be easier for the students to understand since the example is taken from the real life. Association is easier if it appears from what the students' real experience.

CONCLUSIONS

Various allusions are found when a lecturer communicates learning tasks to students. Most of the types are due to emotional touch. If the information becomes the target, it is not effective. Meanwhile, if it is just to attract the students' attention, it may influence the students' likeness.

The types include comparing two objects to describe a situation, using negation referring to a command, using positive form of words referring to negative situation, causing students to be aware of their fault, commanding to do impossible activity, convincing the students by blaming self, comparing negative activity with negative thing and comparing positive thing with positive activity. Function of the usage is mostly aimed at reducing stress and increasing likeness by using humorous utterance. However, it may influence the attention to the content. Therefore, when using allusion, the lecturer should consider what she or he wants to gain with the words

used. If she or he finds unpleasant situation, she or he can use the allusion to reduce it. Eventhough, the utterance contains positive message, the students really know that it is just to tease them, so they do not feel enjoy with the statement. On the other hand, they feel they have done something wrong.

Therefore, it is recommended that the use of allusion must not waste the time and block the information. It is suggested not to use more than needed., for example, just to reduce the students' unlikeness or boredom of learning task. In addition, it is recommended to choose allusion which helps students understand the task, for example by associating the information with the context and which motivate students to work.

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