

## ABSTRACT

The anecdote discourse is extensively used and very common in human life. It is found in literary works, magazines and newspapers for fulfilling specific human needs. Moreover, it is represented to specific linguistic characters being different from that of other types of discourse and is therefore, a language phenomenon. Unfortunately, this language phenomenon has not been discussed much in the field of linguistics to draw its linguistic strategy possibly provides a guidance to its comprehension. Therefore, it still remains a big problem for language learners.

Two studies were conducted in this research. The first study, which belonged to the main study, focused on drawing the forms of linguistic strategy used in written anecdote discourse. This part, however, was done based on the incongruity and conflict theories in the field of psychology concerning anecdote discourse. In this case, the distinction between the forms of the linguistic strategies used in written anecdote discourses were formulated from language systems and communication rules as the possible choices in linguistic communication.

The second study concentrated on verifying the students' acceptance of each form of the strategies used in written anecdote discourses. This part was intended to provide a guidance to apply this type of discourse in language learning-teaching process. In addition, this part also verified the students' agreement to apply this discourse in class. Therefore, the present study discussed the difference in distribution concerning the students' comprehension on anecdotes of different forms of linguistic strategy. It also discussed the groupings of the anecdotes based on some categories including very easy, easy, difficult, very difficult and incomprehensible. In addition, this study also dealt with the reasons of the students' preference to applying written anecdote discourses in class.

The discussion of the results focused on some aspects including the role of anecdotes in foreign language teaching processes, the needed competence to understand anecdote discourses, the material judgment, and the suggested teaching procedures. It was discussed that from this discourse, the students learned many communication strategies including strategies for topic development, strategies for implicitness, strategies for funniness, strategies for involvement and strategies to maintain topic persistence. In addition, concerning the material judgment, it was concluded that there were many aspects to account in order to maintain acceptance and suitability of anecdote discourses in class.