Imperative Politeness in Language Learning Interaction (Study of Pragmatic Imperative)

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Abstract

This paper aims to examine and describe the form of imperative politeness in language learning interaction, in the first grade of Secondary School 2 of Sinjai. this research used qualitative descriptive approach. Instrument data collection through observation, recording and records analyzed using interactive analysis models. The form of imperative politeness found in this study is the Form of Pragmatic Imperative Decency in Declarative Speech and the Form of Pragmatic Imperative Courage in Interrogative Speech. Based on the data obtained, it is known that the form of imperative politeness in language learning interaction in in the school, where we conducted this research the form consists of five parts, namely: (1) declarative speech which states the pragmatic meaning of imperative orders; (2) declarative speech which states the pragmatic meaning of the invitation imperative; (3) declarative speech which states the pragmatic meaning of the imperative application; (4) declarative speech which states the pragmatic meaning of imperative mating; and (5) declarative utterances which state the pragmatic meaning of the imperative ban. While the form of interrogative politeness in langauge learning in this school is also consists of five parts, namely: (1) interrogative speech which states the pragmatic meaning of the imperative of the order; (2) interrogative speech that states the pragmatic meaning of the invitation imperative; (3) interrogative speech which states the pragmatic meaning of the imperative application; (4) interrogative speech which states the pragmatic meaning of imperative mating; and (5) interrogative utterances which state the pragmatic meaning of the imperative ban.

Keywords: imperative politeness, language, learning interaction

1. Introduction

School is a social educational environment which is consists of several components, including educators, education personnel and students . As social beings in their daily lives, humans cannot escape their dependence on others. Recognizing its role in social life, it is very necessary to keep our relation with others. The means in question are language. Language is principally as a tool for communicating and a tool for demonstrating identity of the language user. The speech community is a society that arises because of the meeting of communication

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or symbolic integration while respecting the communicative ability of speakers of language. The community interaction between the academic communities is always based on campus environmental norms. These norms appear from verbal and nonverbal behavior in communicate activities. Verbal behavior in imperative functions, for example, can be seen in how the speaker expresses orders, necessities, or prohibits doing something to the speech partner, while nonverbal behavior is seen from the physical movements that accompany it. Through language intermediaries one can foster and establish relationships with each other.

Communication is expected to be able to meet the acceptability requirements between speakers and politicians. Communication relations are expected to be understood and understood by speakers and speech partner. Communicate well, cannot be separated from the use of good language and still maintain language ethics. This is what came to the term politeness. Language politeness, both verbally and in writing aims to create communication harmony. The choice of words, sentences, or speech in a polite manner is expected not to offend his colleagues. Speech language can not only smooth the use of language, but also can smooth the mind of the wearer. Therefore, the use of language politely becomes a demand in communication. Language modesty is certainly not limited by space and time. That is, wherever and whenever it must be sought, it is no exception on campus. Even in a formal environment this should be a barometer of language use politely. Language politeness in language learning interactions is not only limited to the status of speakers and mythologists, but also seen from expressions.

The teacher must be able to be an example in terms of language in front of the students. Language modeling demonstrated by the teacher has a very large contribution to the soul of the teacher's professionalism so that in the end the word teacher really means to be guided and imitated. Based on the observation of the author, it turns out that there are still many teachers and students who have not practiced politeness in instructing something in language. In fact, the language of the lecturer and students is sometimes still not polite in Bahasa. Also in school, a few teachers scold their students just because they do not do homework with words that should not come out of the mouth of a teacher. For example the sentence below:"kenapa kamu tidak kerja tugas! Kamu mau jadi apa! If it's like this, then the child becomes afraid, maybe even hatred may appear to students towards the teacher. The teacher does not feel that in fact these sentences have offended students. This will not happen if a teacher understands the concept of politeness in bahasa. Therefore, politeness of language is a competency that must be possessed by a teacher or lecturer.

This paper discusses an idea about the relationship between imperative politeness in language and the professionalism of educated teachers and students. This paper is motivated by the reality in the field which according to the authors, teachers today are still many who practice language in a manner that is not polite in governing students. The rules are correct, but politeness aspects are sometimes not or less noticed.

2. Method

a. Types of Research

This type of research is qualitative research, which is a research method used to examine the condition of natural objects, researchers as key instruments. In this qualitative research, researchers used a contextual approach that led to the research interaction of language learning at the first grade of Secondary School 2 of Sinjai

b. Location and Research Subjects

The location of this study is at the first grade of Secondary School 2 of Sinjai

c. Definition of Terms

The definition of the term research was put forward to clarify the focus of the research. Imperative politeness is a manner of communicating with the speech partner who declare orders and orders by considering the respect and guarding of authority, value, taste between speakers and speech partners .The type of politeness of the language imperative in question is the variation of polite speech in interacting. The type of politeness that is meant is imperative pragmatic politeness. Imperial imperative in Indonesian consists of two types, namely (1) imperative pragmatic politeness in declarative speech which states the pragmatic meaning of imperative orders, invitations, requests, invitations, and prohibitions. (2) Imperial pragmatic politeness in interrogative utterances stating the pragmatic meaning of the imperative command, interrogative utterance stating the pragmatic meaning of the invitation imperative, interrogative utterance stating the imperative pragmatic meaning of the application, interrogative utterance stating the pragmatic meaning of imperative mating, and interrogative utterance stating the pragmatic meaning imperative ban.

d. Data and Data Sources

The data of this study are oral data in the form of lecturer and student conversations in the interaction of language learning at the first grade of Secondary School 2 of Sinjai. To obtain the data needed to answer the research problem, data sources were established, namely teachers and students.

e. Data collection technique

In this study, data collection was carried out through observation, recording, and notes techniques as described below.

Observation

Observation is a data collection technique that is carried out by observing and systematically recording the symptoms investigated and many aspects of human behavior that can only be observed through direct observation. Observations made in this study are types of participant observation, namely researchers involved with the daily activities of the subject being observed or used by research data sources. While observing, researchers participate in their activities, the activities carried out by researchers are filling in the prepared format. When making observations, the researcher will provide a checklist on the available columns and record observations in the form of field notes. Field notes are written notes about what is heard, seen, experienced and thought out in the context of data collection and reflection on data in qualitative research.) Recording technique is a data collection technique that is done

to obtain visual and audiovisual data in the interaction of language learning at the first grade of Secondary School 2 of Sinjai . Record technique is done by hiding or storing recording tools that are not known by the academic community with the aim of obtaining natural language / speech data.

Notes

Note technique is carried out when academic service activities take place. The things that are recorded are all lecturer and student speech in learning interactions that contain politeness of language imperatives. The speech was recorded on the notes provided.

f. Data Collection Instrument

Research instruments are very important in carrying out research because it can help and facilitate researchers to get information as expected and produce data that can be accounted for. The research instruments are the researchers themselves and other types of instruments that the researchers make as research instruments are as follows:

1) Observation Guidelines, namely in the form of notes that are the subject matter that will be the researcher.

2) Notes, to collect data from academic service activities. Record data is also used to supplement data obtained from observations and recordings.

3) Triangulation, the use of triangulation in this study to strengthen the information contained in the data sources related to the subject matter being studied, especially with regard to imperative politeness in the interaction of language learning at the first grade of Secondary School 2 of Sinjai

g. Data analysis technique

The data analysis technique used in this study is the interactive analysis model proposed by Miles and Huberman. The interactive analysis model is more precisely used because it is relevant to the design of this study. This relevance can be seen in the characteristics of interactive model analysis, which can be done in four steps: (1) during data collection, (2) data reduction, (3) data presentation, and (4) data conclusions. Based on the interactive analysis model, the analysis of the research data was carried out in two stages.

The first stage, namely the data collection process and the second stage, namely data analysis. The first stage, namely the data collection process is carried out through steps: (1) reduction, (2) presentation, (3) data verification. The second stage, namely data analysis carried out steps (1) script, (2) categorization, (3) interpretation, and (4) data conclusions. Triangulation is defined as a data collection technique that is a combination of sharing data collection techniques and existing data sources. The use of triangulation in this study is to strengthen the information contained in the data sources related to the subject matter being studied, especially with regard to the politeness of the imperative of the academic community. In this study the researchers triangulated the comparison of sources and theories, checking data obtained from observations, records, and existing records, with; (1). Compare observational data with recordings.

3. Finding and Discussion

In the section presented the data obtained in the field about the form of imperative politeness in the interaction of learning Secondary School2 of Sinjai. The following presentation is divided into two parts, namely (1) the form of imperative politeness that states imperative pragmatic meanings in declarative speech and (2) the form of politeness which states the imperative pragmatic meaning in interrogative speech.

a. Forms of Decency in Imperative Pragmatic

Imperatives in Declarative SpeechesBased on the data obtained, it is known that the form of imperative politeness in the interaction of learning in this school consists of five parts, namely: (1) declarative speech which states the pragmatic meaning of imperative orders; (2) declarative speech which states the pragmatic meaning of the invitation imperative; (3) declarative speech which states the pragmatic meaning of the imperative application; (4) declarative speech which states the pragmatic meaning of imperative mating; and (5) declarative utterances which state the pragmatic meaning of the imperative ban.

Declarative Speeches means Pragmatics of Complaints

Imperial politeness in declarative speech which states the imperative pragmatic meaning of the message is politeness that aims to instruct students with meaningful instructions. The order was marked by an order to carry out an activity. In addition, the lecturer's speech was marked by the direct or indirect meaning of the speech. The words that express the command, "*selesaikan cepat,coba,*" and "*perhatikan*". One form of use, which is "*coba perhatikan, nak*". The use of the word "*coba"* as a form of imperative politeness that is a signal to lecturers to instruct students. So, it can be stated that the use of lecturer politeness markers towards students that are declarative and contain imperative commands means that the lecturer instructs students to go through instructional sentences by using politeness markers so that the form of speech is polite.

Declarative Speeches means Pragmatic Invitations

The politeness of tangible imperative declarative speech which states the pragmatic meaning of the imperative invitation by learning interaction is marked by the use of "*ayo, angkat tangan yang bisa menjawab, ayo jangan takut salah, mari kita lanjutkan materi yang kemarin"*. students act and do something better to support learning success.

Declarative Speeches mean Pragmatics of Requests

The form of imperative politeness in learning interactions which states the imperative pragmaticmeaning of the application is marked by the lecturer's expression such as, "*mohon diselesaikan".*

Declarative Speeches Meaning Pragmatics of Engagement

The form of imperative politeness which states that madness is realized through imperative sentences. The speech that appears in the following expression, namely "*silakan cek di google, silakan ajukan pendapatnya, Nak*". The use of politeness markers is used to allow students to do something. Speeches which state the meaning of commandments and invitations can hardly be dismissed.

Declarative Speeches means Pragmatic Prohibitions

The form of politeness of the imperative which states the pragmatic meaning of the imperative prohibition which is marked by politeness markers "*jangan*" and "*tidak boleh*". The use of this expression in the form of "*tidak boleh ribut, tidak usah*".

3.2 The Form of Imperative Pragmatic in Interrogative Imperative Speech

Based on the data obtained, it is known that the form of imperative politeness in the interaction of this school consists of five parts, namely: (1) interrogative speech which states the pragmatic meaning of the imperative order; (2) interrogative speech that states the pragmatic meaning of the invitation imperative; (3) interrogative speech which states the pragmatic meaning of the imperative application; (4) interrogative speech which states the pragmatic meaning of imperative mating; and (5) interrogative utterances which state the pragmatic meaning of the imperative ban.

b. Declarative Speeches means Pragmatic Orders

Interrogative politeness of the imperative and states that the command uses question words, but the question sentence used states that the meaning of the message told indirectly tells students to carry out activities. Examples of their use in speech, "*apakah pedomannya sudah diunduh? Nak, bisa ambilkan buku ibu yang ada di kantor?*"

Declarative Speech means Pragmatic Invitations

The politeness of the imperative which states the invitation to use expressions, such as "*Siapa yang masih ingat pelajaran waktu SMA tentang Bahasa Inggris?*" This statement stated the meaning that the lecturer tried to invite students to think. However, the invitation was also realized through interrogative sentences so as not to reduce students' learning motivation. Other words appear on, "*ayo siapa yang masih ingat? Apakah kalian mau menulis?*".

Declarative Speeches means Pragmatic Requests

The politeness of the imperative which states that the application uses words like in the sentence of "*Nak, bisakah kalian mengunduh jurnal-jurnal penelitian untuk referensi tugas ini?*" The teacher's speech very subtly begged students to look for references.

Declarative Speeches means Pragmatics of Fractions

The politeness of the imperative that states the use of words like in a sentence. "*Ada yang tahu data itu apa?* Atau *Ada yang pernah mendengar istilah data?*" Based on the teacher's speech, there is a meaning that allows students to provide answers to data definitions. Teacher's speech which contains the imperative meaning of martial arts is realized by interrogative speech.

3.2.5 Declarative Speech means the Pragmatic Prohibition.

The politeness of the imperative which states the prohibition of using speech as in the sentence "*Apakah boleh ada huruf kapital di tengah kata? Bolehkah data nominal dikalkulasikan atau dioperasikan?*" This speech is forbidding students but the form of speech is manifested in interrogative sentences so that they have a high level of politeness.

4. Conclusion

Based on the discussion above, it can be concluded that the results of the study about the form of imperative politeness in the interaction of language learning process in Secondary school 2 of Sinjai. The form of imperative politeness in learning interaction consists of two, namely imperative pragmatic politeness in declarative speech and imperative pragmatic politeness in interrogative speech. The form of imperative pragmatic politeness in declarative speech consists of five parts, namely declarative speech which states the pragmatic meaning of imperative commands, invitations, requests, invitations, and prohibitions. Furthermore, imperative pragmatic politeness in interrogative speech consists of interrogative speech which states the pragmatic meaning of imperative commands, invitations, requests, invitations, and prohibitions.

Acknowledgments

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