

IMPERATIVE POLITENESS OF TEACHERS IN THE TEACHING AND LEARNING PROCESS IN THE CLASSROOM

Abd. Rahman Rahim

Universitas Muhammadiyah Makassar

Email : abdrahman@unismuh.ac.id

Keywords

Imperative Politeness,
Teachers, Students,
Teaching and Learning
Process.

Abstract. When it comes to communication, especially the contact that occurs between teachers and students during the process of teaching and learning, politeness is one of the aspects that needs to be taken into consideration. The purpose of this research is to identify and describe the form of imperative speech used by teachers during the teaching and learning process, as well as to investigate the factors that contribute to violations of imperative politeness committed by teachers toward students during the teaching and learning process. The present investigation is a qualitative descriptive study, and the data comes in the form of transcripts of the instructor's comments made during the course of instruction. According to the findings of the study, educators are more likely to violate the conventions of linguistic politeness when they address pupils with urgent speech. This is evident from the total number of utterances. [Citation needed] There were a total of 120 utterances discovered, 96 of which were in violation of the linguistic politeness guidelines, and 24 of which complied with the guidelines.

1. INTRODUCTION

Humans as zoon politicon and homosymbolicum creatures in their daily life cannot be separated from the events of communicating/speaking (Saputra et al, 2014). Speech activity is one of the functional activities of humans as language creatures. Darwis (2018) states that to be able to use language in communication, two important tools are needed, namely linguistic tools and pragmatic tools.

Language is not only taught in academic subjects, but also in daily life such as interacting with other people, knowing and respecting each other in speaking, and expressing themselves politely (Pramujiono et al, 2020). Politeness includes actions and words. Politeness is a social norm and a prerequisite for acceptable social interaction (Noermanzah, 2019).

Pamungkas (2012) states that the Indonesian language cannot be replaced with anything as long as the teaching and learning process is still ongoing in Indonesia. So far, politeness in Indonesian has not received much attention from language users. The rule introduced to the community is how to use Indonesian properly and correctly. Language users do not know that in a language structure (which is seen through variety and grammar) there is a politeness structure (Irma, 2017).

Language politeness is one aspect that is highly considered by speakers in communicating with speech partners. This politeness is interpreted as an effort to choose speech made by speakers so that communication runs smoothly as expected. Setiawan & Rois (2017) state that politeness is formed to improve, maintain, or protect the face/self-image of the speech partner. According to Septiani et al (2018), someone who speaks and behaves politely is actually more of a form of self-actualization as a form of maintaining honor and dignity. Therefore, the use of polite language can show the identity of the individual speaking.

Imperative speech in communication is very often found in social life. Masfufah (2011) states that the speech is the simplest verbal form in language and is very often used in everyday conversations that are used by speakers as directions to the speech partners. Imperative utterances can be said directly or indirectly. According to Masfufah, the imperative that has a code from the speaker's attitude has an indirect impact on the request that is oriented to the performance of the speech partner to produce an action. Raharjo (2012) states that the hidden meaning behind indirect speech is to maintain the politeness of the language in achieving the intentions to be achieved.

The form of language-based imperatives can be used to describe the process of practicing suggestion. An imperative sentence, also known as a command sentence, is a series of words whose purpose is to command or persuade the listener to do whatever the speaker wants (Karepouwan, 2013).

A person's level of understanding in imperative language is strongly influenced by the choice of grammatical form. According to Rahardi (2005), imperative sentence-based contracts have lower politeness than declarative and interrogative contracts because their indirectness is higher.

Teachers of the Indonesian language must possess four language skills: hearing, speaking, reading, and writing. The four language skills that distinguish Indonesian language teachers from teachers of other topics are believed to be of greater quality and to have a higher degree of evaluation when speaking in the teaching and learning process. Iskandarwassid (2013) asserts that teachers should have a high level of evaluation in the teaching and learning process because Indonesian is the native or second language. Therefore, the ability to analyze the speech of Indonesian language teachers must be significantly greater, as Indonesian is typically already a first or second language for students.

Teacher imperative utterances can be found in the teaching and learning process. These utterances include arrangements, affirmations, and disciplines. Mujianto (2012) states that teachers must have some kind of knowledge about discipline. In using imperative speech towards students, teachers who have a higher education background usually have experience in good and correct oral speech. Mujianto also stated that a good teacher is a teacher who imparts knowledge to students so that they are good at interacting.

Factors supporting the success of the teaching and learning process carried out by teachers in schools include having competence in social interaction. This competence can be seen from the polite language of the teacher. According to Fatmayanti (2017), social interaction can include verbal, emotional, kinesthetic speech to understand meaning and respond to speakers as desired. Therefore, a teacher must have knowledge of how to communicate when ordering his students so that the communication message to be conveyed is achieved and does not cause misunderstandings. In addition, understanding the rules of using commanding sentences also has an impact on the speech partners (students), namely feeling valued. Pramujiono & Nurjati (2017) state that the form of using polite language is actually realized through verbal speech acts that make students feel comfortable in the teaching and learning process and this is also expected to be implied to their students so that students are able to speak politely.

This study examines the form of teacher imperative politeness in the teaching and learning process and the causes that lead to breaches of teacher imperative politeness in the teaching and learning process at SDN Bandung City, based on the background information provided. The goal of this study is to identify and characterize the form of teacher imperative politeness in the teaching and learning process and the reasons that lead to breaches of teacher imperative politeness in the teaching and learning process at SDN Bandung City, based on the focus of this research.

2. METHOD

This study employed a qualitative descriptive approach to research. This qualitative descriptive research design is employed to generate a clear, objective, systematic, and accurate image of the facts derived from the characteristics of a certain population. According to Sugiyono (2011), qualitative research is study grounded in postpositivism that examines the state of natural things (as opposed to experiments) using the researcher as the primary instrument. The data sources were obtained in a deliberate and snowball fashion, the data gathering approach was triangulation (combined), the data analysis was qualitative inductive, and the conclusions of qualitative research stressed meaning over generalization.

The data used in this study are imperative utterances used by teachers during the teaching and learning process. Sources of data in this study were teachers in private elementary schools in the city of Bandung. Elementary school students were chosen because they were under the age of twelve. According to (Saputra, 2018), children aged twelve years and under have high responsiveness, including in response to language to speaking. Linguistic markers in the form of speech units. Linguistic units are in the form of phonemes, morphemes, words, phrases, clauses, sentences, paragraphs, and discourses (Adhani, 2019). The various linguistic units in speech must be analyzed using data collection techniques.

The data analysis technique used in this study broadly includes three steps, namely (1) data reduction, transcription of data that occurs in the field according to the contents of the recording, then data in the form of speech that does not have an imperative sentence is reduced or eliminated, (2) data presentation, identify the imperative sentences that have been obtained, and (3) classification and drawing conclusions, the data obtained are classified according to indicators after which a conclusion is drawn to explain the teacher's imperative politeness in the teaching and learning process in the classroom.

3. RESULTS AND DISCUSSION

In the process of teaching and learning, the findings of the research are presented in the form of imperative language. According to the research that has been conducted, there are both observances and violations of politeness imperatives by teachers during the teaching and learning process. The data also indicate that the proportion of imperative etiquette violations is greater than that of compliance. This is evident from Table 1.

Table 1 Realization of Compliance and Violation of Imperative Politeness

| No | Compliance | Violation | Number of Speech |
|----|------------|-----------|------------------|
| 1 | 24 | 96 | 120 |

Based on table 1, it is known that of the 120 utterances produced by the teacher, the number of violations of imperative politeness is more, namely 96 utterances or as much as 80%, while those who comply are only 24 utterances or 20%. These utterances can be explained as follows.

The Form of Obedience to Imperative Politeness in the Teaching and Learning Process

1) Imperative in Declarative Speech

a) Imperatives in the declarative utterances

(1) "Just try one group to find the difficult words!"

(2) "Try to listen carefully first!"

Speech (1) and speech (2) are utterances in the form of declarative orders. Teachers prefer to use declarative constructions in speaking to instruct students rather than using imperatives directly. This utterance is classified as polite because it contains a high element of indirectness in instructing students.

b) Imperatives in the Declaration of the Application

(3) "Give an example of the culture in Indonesia!"

Speech (3) is a declarative speech in the form of a request declarative. The particle – which is in the sentence indicates that the teacher actually asks the students to make an example of the culture that exists in Indonesia.

c) Imperatives in the Declarative Speech

(4) "Please be disciplined and confident in the future group leader."

(5) "Please be honest and creative for the second paragraph."

(6) "Please be caring and diligent."

Speeches (4), (5), and (6) are utterances in the form of declarative requests. The speech is considered a polite speech because the teacher uses the word "please" as a form of providing opportunities for students to do what the teacher wants.

d) Imperatives in the Declaration of Request

(7) "From the video, please note what information you can get."

(8) "Please call Mr. Eko ndang."

Speeches (7) and (8) are utterances in the form of declarative requests. The speech is classified as polite speech because in the speech there is the word help as a sign of politeness in an utterance.

Violations of Imperative Politeness in the Teaching and Learning Process

1) Imperative Violation in Declarative Speech

a) Imperative Violation in Command Declarative Speech

(9) "Read in three minutes. Later, Mrs. Rubi will ask."

Speech (9) is a speech that violates language politeness. This is because in the speech, the teacher directly orders the students to read and there are no words chosen by the teacher as a sign of politeness. In addition, in the speech the teacher also limits the time given to students to do the orders given by the teacher.

(10) "Written the correction, act stupid."

Speech (10) is also classified as speech that violates imperative language politeness. This is because in the speech there is no word as a sign of politeness. The speech also contains a dialect of Sundanese which means demeaning students with the speech "act of being fooled."

(11) "Take it high."

The speech "Ngacung high" is a speech that violates the politeness imperative because the speech is expressed directly by the teacher to instruct students to do what the teacher wants and in speech (11) there is also no polite choice of words.

(12) "Name the tribes on the island of Java."

In speech (12) there is a violation of imperative politeness. That's because the utterance is expressed directly by the teacher to instruct students to mention the tribes on the island of Java. Speech that is expressed directly is considered a speech that violates language politeness.

b) Violation of Imperatives in Declarative Statements of Urge

(13) "Come on, those who can go fast."

(14) "Name each child 3 points."

(15) "The chirping sound."

Speech (13), (14), and (15) are speeches that violate the politeness imperative. This is because the utterances are urging or not giving students a choice to do something marked by the choice of the words come on, staple, and ndang.

c) Violation of Imperatives in the Declaration of Invitation

(16) "Let's close the book."

The utterance is a declarative utterance of invitation. The utterance is considered as an utterance that violates the politeness imperative because the utterance is expressed directly. There is no particle -lah in the word let which is considered a marker of language politeness.

2) Imperative Violation in Interrogative Speech

a) Interrogative utterances that express the pragmatic meaning of the imperative command

(17) "Anyone else (pointing to the students to answer)?"

The utterance "There is another (while pointing the student to answer)" is an utterance in the form of an imperative imperative. This is because in the speech the teacher asks other students to answer. The utterance is considered a violation of imperative politeness because it is expressed directly and appoints students to answer without giving students the opportunity to think.

(18) "Moreover (asking students to continue their answers)."

The utterance "Moreover (asking students to continue the answer)" is a speech that violates the politeness imperative. This is because one of the markers of politeness in language is the short length of an utterance, while the utterance is very short, consisting of only one word that is positioned as a predicate so that it is considered an impolite speech. In accordance with the theory, the longer the speech, the more polite the speech will be.

From the research that has been done, it is found that there are several factors that cause violations of imperative politeness committed by teachers during the teaching and learning process. As for these factors, namely internal factors and external factors. Internal factors occur because of the mental and psychological conditions experienced by the teacher. The mental condition of teachers such as the number of hours of Indonesian in a week and teaching hours that are not in accordance with teaching readiness are the main factors in violation of language politeness. Pressure from outside the classroom such as personal problems or unfinished problems is also a major factor in teacher politeness violations. In addition, politeness breaches arise as a result of the teacher's ignorance of the significance of language politeness in the teaching and learning process, i.e., the teacher's lack of knowledge of the value of language politeness. The most prevalent problem during the teaching and learning process is a lack of comprehension of the significance of obligatory linguistic courtesy. Other external teacher

elements that create violations of teacher language politeness include the less favorable classroom environment, such as when pupils are busy, disobedient in following the instructor's instructions, and unresponsive when asked by the teacher.

According to the findings of the research, the violation of the politeness imperative in the teaching and learning process is more prevalent than politeness compliance. The violation of imperative courtesy in the teaching and learning process has been identified as declarative and interrogative language. The identified declarative sentences provide the meaning of instructions, requests, and invites. The utterance is considered as a speech that violates the politeness imperative because the utterance is expressed directly by the speaker (teacher), is expressed using a Javanese dialect which means demeaning students, does not use particles –lah as a marker of language politeness, there is no 'let' word when inviting students to do something. something. In addition, the violation of imperative politeness is also manifested in the form of interrogative speech. These utterances are considered to violate language politeness because they are expressed directly and put pressure on students, and the utterances are too short. As stated by Rahardi (2005) that the longer the speech used, the more polite it will be.

4. CONCLUSION

The researcher concludes, based on the results of research and discussion about the communication politeness of students and teachers in the learning and teaching process, it is found that in learning activities, the obedience of imperative speech occurs in declarative speech which states the meaning of orders, requests, requests, and requests, while the violation occurs in declarative imperative speech. (commands and urges) and interrogative utterances mean orders. The factors that cause violations of imperative speech politeness tend to be influenced by the condition of the teacher when teaching. Lack of understanding of the importance of imperative language politeness in learning is the most common factor during learning. In accordance with the explanation of the conclusions above, suggestions can be put forward (1) the results of this study are expected to be used as a reference for teachers and students in speaking activities so that the principles of language politeness can be applied, (2) teachers should have good communication skills, especially in terms of speaking with polite manner so that good speaking habits can be an example for students.

REFERENCES

1. Andini, N. P. (2019). Harmonisasi Dalam Proses Pembelajaran di Era Milenial (Melek IT Vs Mengajar Dengan Hati). *Indonesian Journal of Education and Learning*, 3(1), 301-307.
2. Darwis, A. (2018). Tindak Tutur Direktif Guru di Lingkungan SMP Negeri 19 Palu: Kajian Pragmatik. *Bahasa dan Sastra*, 4(2).
3. Fatmayanti, U. (2017). *Tindak tutur orangtua dalam pembentukan karakter anak* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
4. Irma, C. N. (2017). Tindak tutur dan fungsi tuturan ekspresif dalam acara rumah perubahan Rhenald kasali. *SAP (Susunan Artikel Pendidikan)*, 1(3).
5. Iskandarwassid (2013). Strategi Pembelajaran Bahasa. *Bandung: Penerbit NUANSA*.
6. Karepouwan, V. (2013). Kalimat Imperatif dalam Novel The Kill Order Karya James Dashner. *JURNAL ELEKTRONIK FAKULTAS SASTRA UNIVERSITAS SAM RATULANGI*, 1(1).
7. Masfufah, N. (2010). *Kesantunan bentuk tuturan direktif di lingkungan SMA Negeri 1 Surakarta* (Doctoral dissertation, UNS (Sebelas Maret University)).
8. Mujianto, G. (2012). Pemakaian Tuturan Imperatif Calon Guru Dalam Interaksi BelajarMengajar Pada Pembelajaran Mikrodi Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Malang. *Jurnal Humanity*, 8(1).
9. Noermanzah, N. (2019). Bahasa sebagai alat komunikasi, citra pikiran, dan kepribadian. In *Seminar Nasional Pendidikan Bahasa dan Sastra* (pp. 306-319).
10. Pamungkas, S. (2012). *Bahasa Indonesia dalam berbagai perspektif: dilengkapi dengan teori, aplikasi, dan analisis penggunaan bahasa Indonesia saat ini*. Andi.

11. Pramujiono, A., & Nurjati, N. (2017). Guru sebagai Model Kesantunan Berbahasa dalam Interaksi Instruksional di Sekolah Dasar. *Mimbar Pendidikan*, 2(2).
12. Pramujiono, A., Suhari, S. H., Rachmadtullah, R., Indrayanti, T., & Setiawan, B. (2020). *Kesantunan Berbahasa, Pendidikan Karakter, Dan Pembelajaran Yang Humanis*. Indocamp.
13. Rahardi, K. (2005). *Pragmatik: Kesantunan Imperatif Bahasa Indonesia*. Yogyakarta: Gelora Aksara Pratama.
14. Raharjo, B. (2012). *Bahasa Pada Dialog Iklan Produk-Produk Pt Unilever Tbk Ditelevisi Swasta Indonesia (Kajian Pragmatik)* (Doctoral dissertation, UNS (Sebelas Maret University)).
15. Saputra, I. W. G. M., Martha, I. N., & Rasna, I. W. (2014). Kesantunan Imperatif Tuturan Guru Untuk Memotivasi Siswa dalam Pembelajaran Bahasa Indonesia di Kelas VII SMP Negeri 1 Singaraja. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 2(1).
16. Septiani, D., Sumarti, S., & Rusminto, N. E. (2018). Kesantunan Imperatif Guru Bahasa Indonesia dalam Pembelajaran di Kelas VII SMP. *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)*, 6(3).
17. Setiawan, H., & Rois, S. (2017). Wujud Kesantunan Berbahasa Guru: Studi Kasus di SD Immersion Ponorogo. *Jurnal Gramatika*, 3(2), 145-161.
18. Sugiyono, P. (2011). *Metodologi penelitian kuantitatif kualitatif dan R&D*. Alfabeta, Bandung.