

The Realization of Imperative Politeness of Indonesian Language Teacher in Teaching Learning Process in Krista Citra Parakan Junior High School

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Abstract—The objective of this study is to describe the forms, strategies, functions, and meanings of imperative politeness used by a teacher of Bahasa Indonesia of Krista Citra Parakan Junior High School. This is a descriptive qualitative research. The data were collected by using observation method. Two techniques employed in the observation were involved observation and note taking. The data collected were then analyzed by using extra-lingual comparing method. The results show that there are several forms of imperative politeness employed by the subject of the research; they are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The strategy used by the teacher in employing the imperative politeness is positive politeness. The functions of employing positive politeness are class management, motivation, academic instruction, and evaluation. The meanings of the employment of imperative politeness are (1) pragmatic imperative as “command” meant to order, to persuade, and to prohibit someone from doing something, (2) pragmatic imperative as “request” meant to request someone to do something, and (3) pragmatic imperative as “advice or recommendation” meant to allow someone to do something.

Keywords—*imperative politeness, Bahasa Indonesia teacher, teaching and learning process*

I. INTRODUCTION

Human being is a social being (*homo socius*) who needs to interact each other. Interaction happens through language. Language draws something (referential) which can be converted together, and also has a main function for communicating. Language differentiates human beings from other creatures. It is human being's identity. Knowing and understanding a language will make people communicate more easily. Therefore, language plays an important role in communication by being a means to deliver the message from the speaker to the listener.

One of the aspects that must be noticed in communication is language politeness. It discusses how human being uses words which are available to reach politeness (Watts, 2003, p. 48). Politeness can be defined as (a) how a language shows a social gap between the speakers and different roles of their relation, (b) the effort to build, maintain, and save their dignities during communication in the society (Richards and Schmidt, 2010, p.

442). Politeness is one of the attitudes expressed in a good way and mannerly. Determining whether a statement is polite or rude depends on the indicators which exist in a particular society. Politeness is a cultural phenomenon, so an attitude which is considered polite in particular area is not necessarily the same in different area. The aim of the politeness in communication is to build a comfortable and effective situation (Zamzani, Musfiroh, Maslakhah, Listyorini, & Eny I., 2011, p. 35). Language politeness is implemented in various fields, like education, office, religion, government, media, and also family.

In education, language politeness plays an important role as one of the pillars to build students' character (Rohali., 2011, p. 74). Teacher of Bahasa Indonesia is a model for the students in using good and appropriate language. Generally, Pranowo (2009, p. 4) claims that polite language structure is language structure which is arranged by the speaker or the writer in order not to hurt the listener or reader's feeling. In the teaching and learning context, using polite language should be implemented by teacher. However, in reality the teacher is more likely to use direct communication to deliver his or her material. They prefer to use direct communication to express a command, request, prohibition, and criticism in classroom interaction (Prayitno, 2011, p. 46). They seem to neglect the fact that teacher's utterances have a central role in developing students' intellect; it is also a key for the students to understand the material. A form of utterance used frequently by teacher is command. It is a kind of imperative utterance. By employing such form, teacher can give academic instruction, motivate the students, manage the class, and evaluate the students' learning activity.

Imperative utterance in Bahasa Indonesia can be divided into several types. They are command, order, request, pressure, persuasion, appeal, permitting, invitation, asking for permission, prohibition, hope, curse, congratulating, suggestion, and “*ngelulu*” or saying something pleasant which actually has satirical purpose (Rahardi, 2007, p. 93- 118). Those 15 types of pragmatic imperative can be categorized into three based on their basic functions in daily life: (1) pragmatic imperative as “command” which consists of command, order, and prohibition, (ii) pragmatic imperative as “request” means requesting someone to do something, and (iii) pragmatic imperative as “advice and recommendation” which has a meaning of permitting and giving statement (Roni, 2005, p. 88)

In deciding whether an utterance is polite or less polite, we can use a particular principle. We can use six maxims of language politeness principles. The first is tact maxim proposing that speaker should make the listener or the reader comfort. The second is generosity maxim which suggests the speaker to make himself comfort in the utterances they make. The third is approbation maxim suggesting that an utterance should minimize bad words to the speaker and maximize compliments toward the listener. The fourth is modesty maxim which explains that an utterance should minimize compliments for the speaker and maximize bad words for himself. The fifth is agreement maxim proposing that in an utterance, the speaker and the listener should maximize agreement and minimize disagreement between them. The sixth is sympathy maxim which explains that in an utterance, the speaker should maximize sympathy feeling and minimize the antipathy feeling to the listener (Leech, 1993, p. 206- 207).

Basically, speaking and communicating politely is one of the important aspects to create a good interaction between speaker and listener. Politeness strategy is a way that can be used to appreciate other people. Brown and Levinson (1987, p. 60) claim that politeness strategy is used by the speaker to avoid threatening actions that can make the listener shame. The threatening action is called "FTA (Face Threatening Act)". In order to avoid the face threatening actions, the speaker should consider the degree of threatening actions based on the gap of social status between him and the listener. Besides, it is also determined by the authority of the speaker and the listener and the kinds of utterance in a particular society. The concept of face threatening act can be divided into positive face and negative face. The positive face directly points to someone's image where everything related to this person should be respected since not obeying this may cause him ashamed. Then, the negative face directly points to someone's freedom to do everything they want. (Brown and Levinson, 1987, p. 101- 210).

Utterance is produced to create an effective communication. The main functions of utterance from the speaker's point of view are declarative, interrogative, imperative, prohibition, apologizing, and criticizing. Meanwhile, the function of utterance from the listener's point of view are giving comment, answering, agreeing, refusing, accepting or refusing an apology, and accepting or refusing a criticism (Chaer, A., 20120, p. 79). In terms of academic function, utterances are used to give academic instruction, motivation, evaluation, and to manage the class (Jiang, 2010, p. 652- 654).

Based on the background above, this study tries to analyze the imperative politeness used by a teacher of Bahasa Indonesia in her teaching and learning process. Some areas of imperative politeness described in detail in this paper are (1) the form, (2) the strategy, (3) the function, and (4) the meaning of imperative politeness used by the teacher. All of the aspects are observed in the context of teaching and learning process of Eight Grade Students of Krista Citra Parakan Junior High School.

II. RESEARCH METHOD

This was a descriptive qualitative research. A descriptive study does not mean to examine a certain hypothesis, but it only describes a variable, phenomenon, or case without any additional treatment (Arikunto, 2009, p. 291). The data of this study were utterances spoken by a Bahasa Indonesia teacher in a private school in Temanggung, Jawa Tengah. Thus, descriptive study matches the research objective which was to describe and analyze the form, strategy, function, and the meaning of imperative politeness used by the teacher in the teaching and learning activity of seventh grade students of Krista Citra Parakan Junior High School. This research was conducted in Krista Citra Parakan Junior High School located in Jalan Dangkel No.2, Bumiaram, Dangkel, Parakan, Kabupaten Temanggung, Jawa Tengah. Before conducting the research, the researcher asked for a permission to the school and met the teacher to discuss the aim, the procedure, and the schedule of the research. Finally, the research was conducted from June until August 2019.

The subject of this study was a 25-year-old teacher. She taught Bahasa Indonesia for seventh grade students. The seventh-grade students of this school had two parallel classes, VII A and VII B. The researcher conducted the observation for 6 times. During observation, students learned Bahasa Indonesia under three topics: slogan, poster, and advertisement.

The instrument of this research was the researcher himself (human instrument). He used politeness parameter to figure out whether the teacher's utterances have obeyed the politeness principal or not. The indicators had been arranged and divided into several maxims based on the theories proposed by Brown and Levinson (1987), Leech (1993), Chaer (2010), Jiang (2010), Roni (2005), Rahardi (2007), and Zamzani, Musfiroh, Maslakhah, Listyorini, and Eny (2011).

The data were collected by observing and note taking. In conducting the observation, the researcher was not involved in the interaction between the students and the teacher in their teaching and learning process. In other words, the writer as a teacher's partner only observed the speakers (teacher and students) who were having direct conversation. To support the observation, recording was also employed. Here the researcher took a video by using a camera. Observing directly was meant to capture all the interaction made between the teacher and the students and the note taking was intended to help researcher remember the utterances and their context. Meanwhile, video as a supporting data was made to enable the researcher to review the communication process when the teaching and learning activity was going on.

After being collected, the data were then analyzed by using comparing technique. Here the lingual data were examined in relation to its extra-lingual factors, such as the speaker, the listener, the time and place where an utterance occurred, and its purpose. After examining the data along with their extra-lingual factors, the next stages in this data analysis phase were data reduction, data presentation, and drawing conclusion. (Mahsun, 2005, p. 93).

III. RESULTS AND DISCUSSION

A. *The Forms of Imperative Politeness Principals*

The forms of imperative politeness principals found in this research are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Each data showing the employment of those maxims by the teacher is shown below.

- 1) Well, if everything is clear, you can work in team!
- 2) Please ask me if you still feel confused. Don't be shy!
- 3) Nice, all of you can differentiate poster, slogan, and advertisement!
- 4) Please close the door, Bel, so this class will be quite!
- 5) Jeta, please pay attention first, so you will understand the material well!
- 6) Please be quiet, let your hands work!

The first data was found when the participants come to the core of the teaching and learning activity in class, a group discussion. The first data is an example of tact maxim since the teacher's utterance minimizes the students' bad feeling. It is shown by the permission given by the teacher to let the students work with their group. In the teacher's utterance there is a permission word "*silakan*/please" which is embedded in the utterance and has a function to make the utterance polite. Here, actually the teacher instructed the students to sit in their group and started to do their job. The word "*silakan*" has already made this command sound more polite.

The second data was found in the middle of the teaching learning activity when the teacher was going to explain the material. This utterance implies that the teacher maximizes a disadvantage for himself. It belongs to generosity maxim and it is considered as polite utterance because the teacher permitted the students to ask if they were still confused.

The third data was spoken in a communicating activity after the teacher explained the material. The data is categorized to approbation maxim since it shows that the teacher is giving a compliment to the students. The compliment is shown by the use of a word "*bagus* (handsome)". It can be a way for the teacher to show politeness.

The fourth and fifth data were found when the teacher opened the teaching and learning process in class. In each of the data, the teacher made an agreement with a student before starting the activity. Those two utterances are categorized as agreement maxim and they show politeness because the both parties, the teacher and the students, had reached an agreement. In both utterances, the teacher used the word "*tolong* (please)" in giving an instruction to the

students. The word "*tolong*" which is embedded in the utterance has a function to make it sound more polite.

The sixth data was found when the teacher came to the core of the learning activity which is a group discussion. In the sixth data, the teacher maximizes the feeling of sympathy. Therefore, it belongs to the sympathy maxim. This utterance is considered polite since it was intended to manage the class. In instructing the students to be quiet, the teacher employ a word "*mohon* (please)". This word has a function to make the teacher's instruction sound more polite.

B. *Teacher's Imperative Politeness Strategy*

The language politeness employed by both teacher and students in this study is positive politeness. It refers to the strategy of using utterances emphasizing good relationship between the speaker and the listener. The strategies of positive politeness found in this research are (1) paying attention to the students' interest and willingness, (2) using identity markers, such as greeting, dialect, and slang words, (3) giving an offer or promise, (4) involving both the speaker and the listener in a certain activity, and (5) giving or asking a reason. Some examples of the implementation of those strategies in the teaching and learning process are shown below.

- 7) Tito *cah bagus*, please erase the board!
- 8) It is time for Bahasa Indonesia subject, the math book should be kept, *ya le cah bagus*!
- 9) Which group is ready to present their result? Please come forward!
- 10) Gayatri's group wants to come forward, please do!
- 11) If you're going to take an exam, please study hard so your score will be better!
- 12) Please open page 65 about poster, slogan, and advertisement!
- 13) The discussion is only about poster, slogan, and advertisement, other topics are not allowed!
- 14) Clarista, please explain about the definition of poster!

The seventh data was found before the teacher started the teaching learning activity in class. The imperative politeness strategy used by the teacher is paying attention to students' interest and willingness. Therefore, it belongs to positive strategy. Besides paying attention to the students' interest and willingness, in this utterance the teacher also paid attention to the students' physical appearance. Before asking for a help, the teacher gave the student a compliment by using the word "*bagus* (handsome)". This was meant to create language politeness.

The eighth data was also found before starting the teaching learning activity in class. The strategy used was group identity strategy. The teacher's utterance showed that the teacher and the students belong to the same group, Javanese community. The teacher used the word "*le*" to call

the student when she ordered the students to keep the Math book. The word “*le*” was used to call a Javanese boy. The language politeness strategy used by the teacher showed that both have the same identity as Javanese people.

The ninth and tenth data were spoken by the teacher when they are in the core of class activity. The teacher is explaining the material. Then, in the ninth data she gave an offer to the students while in the tenth data she promised the students. Both utterances use positive politeness strategy by offering the students to do their presentation.

The next strategy employed by the teacher in her language politeness is involving both parties in a certain activity. This strategy was used in the eleventh, twelfth, and thirteenth data. The eleventh data was spoken by the teacher as an introduction before a teaching and learning process began. It was uttered after she reported the result of the students’ past exam. Meanwhile, the twelfth data was spoken when she explained a material. The next data was spoken when the class has a discussion activity. The strategy used by the teacher in those utterances was involving both speaker and listener in the same activity. By employing such strategy, the teacher was implementing language politeness.

The fourteenth data was spoken in a presentation activity. The politeness strategy used in this utterance is asking a reason. When the teacher asked about the definition of poster, the student had to formulate reasons to answer the question.

C. The Functions and Meanings of Teacher’s Imperative Politeness

It has been stated that some functions of imperative politeness in academic setting are to manage the class, to motivate the students, to give the academic instruction, and to give evaluation (Jiang, 2010, p. 652- 654). The imperative politeness found in this study are (1) pragmatic imperative whose basic meaning is to “command” which was uttered to order, to persuade, and to prevent someone from doing something, (2) pragmatic imperative whose basic meaning is for “asking” which was uttered to request someone to do something, and (3) pragmatic imperative whose basic meaning was to give “advice or recommendation” which was spoken to allow or permit someone to do something. The implementation of those functions found in this study is shown in the data examples below.

- 15) All stuffs must be saved, please. We will start the lesson!
- 16) If we have another exam, please study harder, so your score will also be better!
- 17) We only have 15 minutes left, please be quick!
- 18) Do you have questions?
- 19) Now, please gather with your group members which had been divided last week!
- 20) Excellent, Andro! Your answer is correct.

The fifteenth data was spoken by the teacher when she opened a teaching and learning process. The utterance functions as a command. The command was presented in an imperative sentence and its academic purpose was to manage the class. Therefore, command is the basic meaning of this utterance.

The sixteenth data was spoken by the teacher when she was going to explain a material. The function of this utterance is same as previous data, i.e. command. However, the meaning or the teacher’s intention is different. The command function presented in an imperative sentence in this utterance has an academic purpose to motivate the students. Therefore, the basic meaning of that utterance is command function.

The seventeenth data was spoken by the teacher when the class entered the core activity of a teaching and learning activity, a group discussion. Here the teacher informed the students about the remaining time and asked them to do the task more quickly. This utterance functions as command and its academic purpose is to manage the class. Therefore, command is the basic intention of uttering this statement.

The eighteenth data was spoken by the teacher when the class were coming to the core activity, i.e. material explanation. It was a question asking the students whether they have something that they have not understood. It was presented in an interrogative form whose basic meaning was motivate the students to ask the teacher whenever they had confusion over the material. Therefore, command function is also the basic meaning of that utterance.

The nineteenth data was spoken by the teacher when the class were going to have discussion activity. She ordered the students to gather with other group members so that they could immediately start the discussion. Thus, the utterance functions as a command and its academic function is to give an academic instruction. The basic meaning of that utterance is recommendation since the teacher was giving recommendation on what the students should do at that moment.

The last data was spoken by the teacher when they were in a communicating activity. That utterance is declarative utterance showing that the teacher was giving a compliment upon an answer given by a student. Therefore, the imperative meaning of this statement is to evaluate someone while its basic meaning is recommendation.

IV. CONCLUSIONS

Based on the research result, several conclusions can be drawn. First, the research results show that there are several imperative politeness principals implemented by a teacher of Bahasa Indonesia in Krista Citra Parakan Junior High School; they are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Second, the strategy used to realize the imperative politeness was positive politeness which consist of several categories, (1) paying attention to the students’

interest and willingness; (2) using identity markers, such as greeting, dialect, and slang words; (3) giving an offer or promise, (4) involving the speaker and the listener in the activity, and (5) giving and asking for a reason. Third, several functions of imperative politeness in teaching and learning process are to manage the class, motivate the students, give academic instruction, and give evaluation. Fourth, some categories of the meaning of imperative politeness which are found in this study are (1) pragmatic imperative whose basic meaning is to “command” which was uttered to order, to persuade, and to prohibit someone from doing something, (2) pragmatic imperative whose basic meaning was “asking” which was uttered to request someone to do something, and (3) pragmatic imperative whose basic meaning is giving “advice or recommendation” which was uttered to allow someone to do something.

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