



# Imperative Sentences in Novel Guru Aini by Andrea Hirata and Their Learning on Persuasive Speech Texts in Junior High School

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**Abstract.** This research aims to describe the form and function of imperative sentences in novel Guru Aini by Andrea Hirata and their learning in speech texts in junior high school. Data collection utilized documentation techniques and data analysis used pragmatic analysis. This study found five forms of imperative sentences in the novel: ordinary, request, granting permission, invitation, order. The function of ordinary imperative requires that the speech partner perform the action desired by the speaker. The request imperative sentence functions to express a request to the speech partner to take an action. The permission granting imperative serves to give permission or grant a request for permission. The function of invitation imperative is to offer the speech partner to act together with the speaker. The order imperative functions to tell the speech partner to take an action according to what the speaker wants. The results can be utilized in developing teaching materials for learning Indonesian persuasive speech texts in class IX semester 1 of Junior High School (SMP) in the form of persuasive speech material based on Base Competency 3.4 and 4.4.

**Keywords:** imperative · novel · speech text

## 1 Introduction

Humans in their daily activities always carry out conversations and interactions. The interaction form can be greeting, commanding, inviting, etc. Humans use language to meet increasingly varied communicative needs. This is in accordance with the main function of language, namely as a tool for communication. Language is an effective medium for expressing ideas in communication activities [1]. Language can convey information, messages and ideas to others.

Language gives rise to speech acts and speech events between speakers and speech partners. Speech acts are part of pragmatics and the basis of communication. Speech acts are an interesting aspect to study because they are related to socio-cultural and linguistic aspects [2]. Pragmatics is the science of interpreting the intent of what a speaker says according to the context. This is due to the context that includes the utterance [3].

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M. H. Hikmat et al. (Eds.): ICOLAE 2022, ASSEHR 757, pp. 1188–1199, 2023.

[https://doi.org/10.2991/978-2-38476-086-2\\_100](https://doi.org/10.2991/978-2-38476-086-2_100)

Language that studies the speaker's intent based on context is called pragmatics [4]. Pragmatics pays attention to factors in the communication process and influences action [5].

Imperative sentences are sentences that contain a request for the speech partner to perform an action desired by the speaker. Imperative sentences have the intention of ordering the speech partner to do something the speaker wants [6]. Imperative sentences are sentences that ask the listener to take an action [7]. The classification of imperative sentences in Indonesian can be divided to classes: (1) ordinary, (2) giving permission, (3) solicitation, (4) request, and (5) command. Imperative sentences do not only occur orally but can also occur in written form, for example: imperative sentences that occur in the speech between characters in a novel.

Novel is a literary work that describes the story of someone's life arranged in written form. Another understanding of the novel is a work that invites the reader to feel things and live up to it while reading the novel. Novel is a story that is recorded in a book and is considered a work of fiction that contains the imagination of the author and the writer towards the characters [8]. The features of the characters in the novel can be seen in the characterizations given by the author to each character [9]. This characterization is to explain what kind of character is referred to in the story, so that the story becomes better and more interesting. Characteristics of these characters can be seen from the speech of the characters. In the speech of the characters in the novel, imperative sentences are found.

Several relevant studies regarding imperative sentences have been carried out [10–20]. The similarity between this research and the previous studies is that all discuss narratives in novels, one of which being imperative sentences. The difference is that this study examined the form and function of imperative sentences in the novel *Guru Aini* and implemented them as teaching materials for speech texts in junior high schools which have not been performed by other studies.

Relevant research on imperative sentences and their implementation on speech text teaching materials has also been carried out [11]. The similarity between this research and the previous lies in the focus on imperative sentences. The difference is that the object studied in this study is the novel *Guru Aini*, while the other study focused on YouTube videos; and the implementation of the teaching materials are different. This study focuses on the form and function of imperative sentences and their implementation as teaching materials for persuasive speech texts in junior high schools.

## 2 Method

This research is a qualitative descriptive research. Qualitative research is the collection of data in a natural setting with the intention of analyzing something that happened [21].

Sampling of data sources was performed with snowbaal and purposive, collection techniques using triangulation, data analysis is qualitative or inductive in nature. The results of qualitative research focus more on meaning than on generalizations. The data used in this study are inter-character utterances containing imperative sentences in the novel *Guru Aini*. The source of data in this study is the novel.

Data collection techniques utilized documentation methods. The object of this research was sentences that contain an imperative element. The data analysis technique

used by the researcher was pragmatic analysis technique. The analysis served to explain the form and function of imperative sentences. Data testing techniques utilized the theory triangulation, namely using a theoretical perspective to test the data.

### 3 Result and Discussion

#### 3.1 Forms and Functions of Imperative Sentences in GA Novel

This study found five forms of imperative sentences in the novel *Guru Aini*: ordinary, request, giving permission, invitation, and order/command (Table 1).

##### a. Ordinary Imperative Sentence

In ordinary imperative sentences, there are markers, namely with a loud intonation, with hardening particles *-lah* and accompanied by a basic verb. This imperative sentence revolves around the harsh and subtle imperatives. The addition of the particle *-lah* to verbs is used to refine commands [16].

(1) “*Bicaralah!* Lihat mataku kalau bicara denganku!” (85, GA, 2021)

“Speak up! Look into my eyes when you talk to me!” (85, GA, 2021)

Data (1) is an utterance that contain ordinary imperative form. Teacher Desi told Aini to speak and see her eyes when talking about Aini’s decision to become smarter in mathematics. The above sentence has a high pitch because the speaker is asking to speak while looking at him. The affix *-lah* is one of the characteristics of ordinary imperative sentences.

(2) “*Maju* kau ke depan, Nun, *hapus* papan papan tulis itu.” (30, GA, 2021)

“Come forward, Nun, erase the blackboard.” (30, GA, 2021)

Data (2) is an ordinary imperative utterance. This speech was conveyed by Mrs. Lusinun with a high intonation to Enun who ordered Enun to erase the blackboard in front of the class. The sentences above contain commands marked by the root verbs “*maju*” and “*hapus*”.

(3) “*Buatlah* sesuatu, supaya aku tidak dapat melupakan namamu” (126, GA, 2021)

“Make something, that I may not forget your name” (126, GA, 2021)

The utterance in data (3) is an ordinary imperative utterance. This speech was conveyed by Teacher Desi who ordered Aini to make something so that Desi could not

**Table 1.** Imperatives found in the novel

No	Type	Found
1	Kalimat Imperatif Biasa (Ordinary Imperative Sentence)	7
2	Kalimat Imperatif Permintaan (Request Imperative Sentence)	3
3	Kalimat Imperatif Pemberian Izin (Permission Imperative Sentence)	6
4	Kalimat Imperatif Ajakan (Invitation Imperative Sentence)	4
5	Kalimat Imperatif Suruhan (Order Imperative Sentence)	4
<b>Total</b>		<b>24</b>

forget Aini's name because Aini always got bad grades. The word "*buatlah/make*" in the sentence above is a word that has the affix *-lah*, which is one of the characteristics of ordinary imperative.

(4) "*Ikut aku, But!*" (56, GA, 2021)

"Follow me, But!" (56, GA, 2021)

Data (4) is an ordinary imperative sentence. This speech was conveyed by Teacher Desi to Debut who ordered Debut to follow her out of the classroom and stand under a cherry tree. The function of the utterance is included in the function of ordinary imperative sentences marked by the basic verb "*ikut/follow*". The term imperative is not only used to refer to a type of sentence, it is also used to refer to a basic verb [22].

(5) "*Berpikirlah dengan tenang, Aini, pertimbangkan lagi semuanya.*" (78, GA, 2021)

"Think calmly, Aini, reconsider everything." (78, GA, 2021)

The utterance in data (5) is an ordinary imperative utterances. This story was conveyed by Sa'diah to Aini to consider her decision not to move from Mrs. Desi's class. The word "*berpikirlah/think*" has the affix *-lah* and has a low but polite tone, so it is an ordinary imperative sentence.

(6) "*Ai, Nong, lihatlah kau dapat nilai dua koma lima*" (124, GA, 2021)

"Ai, Nong, look at you getting two point five" (124, GA, 2021)

Data (6) contains an ordinary imperative utterance. This speech was conveyed by Teacher Desi who ordered Aini with high intonation to look at Aini's test book, which received a score of 2.5. The word "*lihatlah*" is a word with affix *-lah*, so the sentence above is an ordinary imperative sentence.

(7) "*Bu Desi pegang saja surat ini. Nanti aku akan bicara dengan Dinas Pendidikan bahwa Bu Desi menolak penghargaan ini.*" (139, GA, 2021)

"Ms. Desi just hold on to this letter. Later I will talk to the Education Office that Ms. Desi rejects this award." (139, GA, 2021)

The utterance in data (7) includes an ordinary imperative sentence. The principal conveyed this statement to Desi, to tell her to just keep the letter and will discuss with the Education Office that Desi refused the award. The imperative sentence is marked with the sentence "*pegang saja*" which is the root word.

The data above have markers that indicate ordinary imperative sentences. Data (1), (3), (5) and (6) have particle marker *-lah*. Data (2), (4) and (7) have base word markers. These markers are also included in the characteristics of imperative sentence of requests. The function of ordinary imperative sentences in the novel is that the speaker orders the speech partner to take the action desired by the speaker, and it is hoped that the speech partner will take an action according to what the speaker wants.

The findings of this study are in line with research conducted by Fahmi, et al. [19], which topic of discussion examined the analysis of imperative sentences used by teachers. The similarity with this study is that both discussed the forms of ordinary imperative sentences and invitations. The difference is that this study discussed the function of imperative sentences and their implementation in speech text teaching materials.

#### b. Imperative Sentence of Request

In Indonesian, imperative sentences of request are marked by the request markers such as *harap, maaf, coba, mohon, tolong, dapatkan seandainya, dimohon dengan*

*sangat, diminta dengan hormat*. The most subtle form of imperatives is called request imperative [23].

(8) “Aini, *tolong* ambil kapur dan jawab pertanyaan itu.” (64, GA, 2021)

“Aini, please take the chalk and answer the question.” (64, GA, 2021)

The speech in data (8) includes an imperative of request. This speech was conveyed by Mr. Tabah as a request for help from Aini to fetch chalk and answer the questions. In the sentence above there is the word “*tolong/please*” that marks the imperative sentence of request.

(9) “*Mohon* doakan aku, Ayah.” (122, GA, 2021)

“Please pray for me, Father.” (122, GA, 2021)

The utterance in data (9) is an imperative sentence of request. The above statement was conveyed by Aini to her father, she wanted her father to pray for her in hope that Aini would not get a bad mark on the math test. This can be seen when Aini asked her father to pray for her, indicated by the word “*Mohon/please*”.

(10) *Maaf*, guru, sore ini aku izin dulu.” (216, GA, 2021)

“I’m sorry, teacher, I have to take my leave this afternoon.” (216, GA, 2021)

Data (10) includes an imperative sentence requests. This statement was conveyed by Aini to Teacher Desi as a request for permission not to take part in learning at Desi’s study house. The utterance is an imperative sentence of request because there are the marker “*maaf/sorry*”.

The data above has markers the prove that they are imperatives of request. Data (8) has the marker “*tolong*”. Data (9) has the marker “*mohon*”. Data (10) has the marker “*maaf*”. These markers are characteristics of imperative of request. The function of request imperative in the novel is to express request, wish and hope to the speech partner to take an action.

The findings of this study are in line with the research conducted by Hodairiyah and Utama [24]. The topic of discussion examined the imperative sentence of request in the Djarum 76 cigarette advertisement. The similarities with this research is that both found imperative sentences of request. The difference is that the research only discussed imperative sentence of request, whereas in this study also discussed the function of imperative sentences and their implementation in speech text teaching materials.

### c. Imperative Sentence of Permission Granting

Imperative of permission granting is usually marked by *biarlah*, *silahkan* and other words that grant permission, such as *diperkenankan*, *diizinkan*, *dipersilahkan*. In addition, hardening particle *-lah* is sometimes found.

(11) “Mulai sore ini kamu *diperbolehkan* duduk di situ, Aini, di bangku Debut Awaludin.” (201, GA, 2021)

“Starting this afternoon you are allowed to sit there, Aini, on the Debut Awaludin bench.” (201, GA, 2021)

Utterance in data (11) is a permission granting imperative. The speech was conveyed by Teacher Desi to Aini about giving permission for Aini to sit on the bench. In the sentence there is the word “*diperbolehkan*”, which has affix *di-* and *-kan* to make the word more subtle, from base word “*boleh*” to become “*diperbolehkan*”. It can be concluded that this utterance is about permission granting.

(12) “Pak Cik, *silahkan*, ambil saja” (261, GA, 2021)

“Mr. Cik, please take it” (261, GA, 2021)

The speech in data (12) includes the imperative of granting permission. This speech was conveyed by Aini to Pak Cik who was invited to take the math exam paper. In sentence (12) there is the word “*silahkan/please*”, which is a characteristic of the imperative sentence of granting permission.

(13) “Okeh, *lanjutkan* lagi pekerjaanmu” (234, GA, 2021)

“Okay, continue your work” (234, GA, 2021)

Data (13) includes the imperative of granting permission. This speech was delivered by Teacher Desi to Anissa to complete the math assignment. The word “*lanjutkan/continue*” relates to permission to continue with the work that was being done.

(14) “*Silahkan* duduk, Aini.” (259, GA, 2021)

“Have a seat, Aini.” (259, GA, 2021)

The speech in data (14) includes the imperative speech of giving permission. The speech was conveyed by Debut to Aini who allowed Aini to sit in front of him. In the sentence above there is the word “*silahkan/please*”, which is the marker of the imperative of granting permission.

(15) “Bu Desi masuk dan *dipersilahkan* Kepala Sekolah untuk duduk di depannya.” (136, GA, 2021)

“Ms. Desi entered and was invited by the Principal to sit in front of her.” (136, GA, 2021)

Data (15) includes the imperative sentence of granting permission. The speech was conveyed by the Principal to Mrs. Desi to enter the room. In the sentence above, the addition of the word “*dipersilahkan*” is a word that has been refined, because there are affixes of *di-* *-kan*, so the meaning of this sentence is that the principal allows Mrs. Desi to sit in front of him.

(16) “*Silahkan mencoret-coretlah* sesuka hatimu” (173, GA, 2021)

“Go ahead and scribble all you want” (173, GA, 2021)

The speech in data (16) includes the imperative speech of giving permission. This speech was conveyed by the landlord to Aini who was allowed to scribble on the walls of the room to study mathematics. The word “*silahkan/please*” is a command sign by the speaker as an order to give permission to scribble on the wall.

The data above has markers of permission granting imperative, such as Data (11): “*diperbolehkan*”. Data (12), (14), (16): “*silahkan*”. Data (13): “*lanjutkan*”. Data (15): “*dipersilahkan*”. The function of imperative sentences of granting permission in the novel is to give or grant permission to the speech partner to take an action according to what is given by the speaker, namely the characters in the novel.

The findings here are in line with Amral and Ulfah [25]. The similarity is that both discussed the forms of ordinary, requests, granting permission, orders and invitations imperatives. The difference is that this study also discussed the function of the imperatives and implementation as teaching materials for speech texts.

#### **d. Imperative Sentence of Invitation**

Imperative sentences of invitation are imperative sentences that contain a call from the speaker to take action together. These sentences are addressed to the speech partner,

so that the said partner wants to do something that the speaker wants. The invitation imperative has the function of inviting someone to do something [26]. This type of imperative, between the characters in the novel, is marked by *biar*, *ayo*, *coba*, *harap*, *mari*, *hendaklah*. Another characteristic of the imperative sentence is the addition of the word “*kita/we*” before or after the imperative word. The use of the word *kita* denotes an invitation imperative sentence [27].

(17) “Nong, *ayo* ikut Kakak.” (19, GA, 2021)  
 “Nong, come with me.” (19, GA, 2021)

The utterance in data (17) included an imperative sentence of invitation. This speech was conveyed by someone from Tanjong to Desi, namely an invitation to follow him towards Ketumbi. In the sentence above there is an additional word “*ayo/come on*” so that it becomes an imperative invitation.

(18) “*Mari* sama-sama kita mengangkat gelas es tebu ini.” (100, GA, 2021)  
 “Let’s raise this glass of sugar cane ice together.” (100, GA, 2021)

The utterance in data (18) include imperative sentence of invitation. This speech was conveyed by Teacher Laila to Teacher Desi. She intended to invite Desi to raise the glass of sugarcane ice together. This can be seen with the word “*mari/let’s*”, so this sentence is an imperative sentence of invitation.

(19) “Kalau begitu *mari* kita mengangkat cangkir kopi pahit ini, Guru Desi!” (168, GA, 2021)

“Then let’s raise this cup of bitter coffee, Teacher Desi!” (168, GA, 2021)

Data (19) includes an imperative sentence of invitation. This speech was conveyed by Laila to Desi. She intended to invite Desi to have a toast with coffee together. The use of the word *mari/let’s* is to refine the sentences.

(20) “Kalau kau tak setuju aku sekolah guru, *kita* putuskan sekarang juga!” (03, GA, 2021)

“If you don’t agree to me going to teacher school, let’s break up right now!” (03, GA, 2021)

The utterance in data (20) includes an imperative sentence of invitation. The speech was conveyed by Desi to her lover, as an invitation to end the relationship. This can be seen with the marker “*kita/we*” which refers to the invitation for breaking or ending the relationship.

The data above has markers that indicate imperative sentences of invitation. Data (17) has the word “*ayo/come on*” that means to invite speakers to do activities with speech partner. Data (18) and (19) have the word “*mari/let’s*” as the markers. Data (20) has the word “*kita/we*” as the marker. The function of this type of imperative sentences is to offer invitations or invite the hearer to take an action together between the speaker and the interlocutor, in accordance with what is expected by the speaker, namely the characters in the novel.

The findings of this research is relevant with Wulandari [15]. The similarity between both is in the focus on imperative sentences of invitation and request. The difference is that this study discussed the function of imperative sentences, which Wulandari did not.

#### e. Imperative Sentence of Order

Order/command imperative sentence is an imperative sentence that expresses an order. Command imperative sentences usually tell the interlocutor to do something [15].

The function of the imperative sentence is to order the speech partner to do something, but not together with the speaker. These imperative sentences may use markers *harap, hendaklah, coba, biar, kembali, hendaknya, tolong, silakan, mohon*. The difference between order imperative and ordinary imperative lies in the tone of the intonation. In order imperative sentences, the intonation is firmer. Order imperative sentences can be seen in the following data.

(21) “*Coba*, Anisa, beri Ayah satu contoh variabel bebas.” (177, GA, 2021)

“Anisa, give me an example of an independent variable.” (177, GA, 2021)

The utterances in data (21) classifies as order imperative sentence utterances. This statement was conveyed by Desi’s teacher to Anisa during a private class to make examples of the independent variables X and Y. The word “*coba/try*” is a marker of order imperative sentences. Order/Command imperative sentences are sentences that expect a reply in the form of an action from the speech partner and are marked with a command intonation [28].

(22) “*Coba*, ku lihat telapak sepatu kalian.” (213, GA, 2021)

“Let me see the soles of your shoes.” (213, GA, 2021)

The utterances in data (22) is an order imperative sentence. This statement was conveyed by Aini Sa’dah and Enun to look at the soles of her shoes because Aini wanted to know if the part of the sole that wore out the fastest was caused by the performance of the brain. The word “*coba/try*” in the sentence above is a marker of order imperative sentence form.

(23) “Hapus air matamu! *Kembali* ke tempat dudukmu! Belajar lebih keras!” (126, GA, 2021)

“Wipe your tears! Go back to your seat! Study harder!” (126, GA, 2021)

The utterances in data (23) is an order imperative sentence utterance. This speech was conveyed by Teacher Desi to Aini to order Aini to wipe away her tears and sit on her seat. The word “*kembali/return*” marks the order imperative sentence.

(24) “Saudara Nuraini! *Silahkan* Saudari berdiri dipojok situ!” (64, GA, 2021)

“Brother Nuraini! Please stand in that corner!” (64, GA, 2021)

Data (24) is an order imperative sentence. This speech was conveyed by Mr. Tabah to Aini to order Aini to stand in the corner of the class. In this sentence there is the word “*Silahkan/Please*” which is an imperative form of ordering, because the context of the sentence shows punishment for the speech partner.

The data above has markers that indicate order imperative sentences. Data (21) and (22) have the word “*coba*” (try). Data (23) has the word “*kembali*” (return) as a marker. Data (24) has the word “*silahkan*” (please) as a marker. The function of the imperative sentences in the novel is to order or command the speech partner to take an action according to what the speaker wants.

The findings of this study are in line with research conducted by Atri, et al. [29]. The similarity is that both discussed the form of order, invitation, and request. The difference is that this study discusses the function of imperative sentences in Indonesian, as well as their implementation in speech text teaching materials, while Astri, et al. researched imperative sentences in Toba Batak language.



### 3.2 Implementation of Imperative Sentences in Novel Guru Aini as Teaching Material for Speech Texts in Junior High School

The results of this study indicate that in general, imperative sentences can be used to order the speech partner to take action according to what the speaker wants. The results of analysis can be implemented as teaching materials for persuasive speech texts in class IX semester 1 of junior high school (SMP). Basic Competency 3.4 “Examining the structure and language features of persuasive speeches about actual issues that are heard and read.” and 4.4 “Expressing ideas, thoughts, directions, or messages in speeches (environment, social conditions, and or cultural diversity) orally and in writing by considering structure and language.” The teaching materials used were outlined in the form of handouts. The teaching materials were prepared by explaining the application of imperative sentences in learning.

The speech text material included assignments for students, namely making speech texts. In the speech text there is a command sentence. Therefore, the learning material described the structure of persuasive speech text and the linguistic characteristics of persuasive speech. The language features include examples of sentences such as data (8) “Aini, please take some chalk and answer that question.” which includes requests. In the sentence above there is the word “please” which is included in the characteristics of persuasive speech text which invites someone to do something in a more positive or better direction. The next example is example (12) “Uncle, please, just take it” which is an imperative sentence asking for permission. Another example is the imperative sentence of invitation, (18) “Let’s raise this glass of sugarcane ice together.” The word “Let’s” in the speech can be used as a structure in the text of the opening speech.

The learning objectives to be achieved were 1) students are able to explain persuasive speech texts correctly and responsibly 2) students are able to examine the characteristics and linguistic structure of persuasive speeches that are read or listened to properly, and 3) students are able to compose persuasive speech texts, taking into account the characteristics and structure of language with full responsibility. In the preparation of this teaching material, learning materials were arranged starting from those that were easy to understand first, to the more difficult material. The learning method used is the scientific method, the teacher prepares teaching materials in the form of learning videos and learning media in the form of PowerPoint displays. The learning flow for implementing this research was the teacher opens the lesson by praying and conveying the learning objectives. The teacher then instructs students to form groups of 4 students. Each group watched videos of persuasive speeches and analyzed the structure and language of the speeches. Then students present the results of their discussions and other groups respond, so the teacher can provide additional material that has been learned. At the end of the lesson the teacher and students conclude the material and close it with a prayer. In the application of this learning, learning innovations are needed that are fun, creative and active in the learning process in the classroom or outside the classroom [30].

Relevant research on imperative sentences and their implementation on speech text teaching materials was conducted by Rohmadi [31]. The similarity lies in the focus of learning. The difference is that the object studied here was imperative sentence which results can be used as teaching materials, while Rohmadi’s research focuses on learning strategies.

In conclusion, 5 groups of imperative sentences were found in the novel: ordinary, request, granting permission, invitation, and command. In general, the imperative sentences found require the speech partner to perform an action desired by the speaker. The results of this research can be implemented as teaching materials for persuasive speech in class IX semester 1 of Junior High School (SMP), Basic Competency 3.4 with material outlining the structure of persuasive speech text and the linguistic characteristics of persuasive speech and Competency 4.4, material for preparing speech texts.

**Acknowledgement.** The author's gratitude goes to friends who have provided input in the analysis and writing of articles. Also the editing team and reviewers who have provided input, corrected the results of the analysis and provided suggestions. The authors also thank the Muhammadiyah University of Surakarta for their full support in writing articles and funding this publication.

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