

# Teachers' Imperative Speech Acts in the Teaching and Learning Process at SMP

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## ABSTRACT

Language is a tool of social interaction or a tool of communication between fellow humans. This research aims to discuss how the form, function, and form of teacher imperative speech actions in the teaching and learning process at SMP Negeri 2 Parigi. The method carried out in this study is qualitative research. The data collection carried out was by one observation, two records, three views and notes. The subject of this research is the teacher's speech in the teaching and learning process at SMP Negeri 2 Parigi. The data analysis technique carried out in this study includes three stages, namely, one data reduction, two data presentation, and three conclusions. The results of the study showed that the form of mandatory teacher speech in the teaching and learning process at SMP Negeri 2 Parigi consisted of one request speech consisting of three data, two permission speeches consisting of three data, three invitation speeches consisting of two data, four command speeches consisting of six data, and five prohibition speeches consisting of four data. The functions contained in this study follow from the form of imperative speech and strategies contained in this study, namely one direct strategy and an indirect strategy. Based on these findings, it can be concluded that teachers' imperative speech actions have an important role in supporting the success of the teaching and learning process, both as a communication tool and as an effective interaction between teachers and students.

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## 1. INTRODUCTION

Language is a tool of social interaction or a tool of communication between fellow humans. Communication is a fundamental thing that cannot be separated from teaching and learning by using language as a means of communication, namely speech. Speech is an action that is carried out through speech, where a speech is not just a series of words, but also contains an intention or purpose that can have an impact on the listener. In line with opinion (Wiridaningsih et al., 2025) Language has an important role in the learning process because it is the main means of building interaction between teachers (tutors) and students. In Pragmatic studies, speech is an important part of understanding how language is used in a real context. The act of speech does not only focus on the structure of language, but also on the meaning and function contained in a speech. Thus, every speech delivered by the speaker has the potential to influence the speaking partner, either directly or indirectly.

One form of speech that is often used in communication is imperative speech. Imperative speech is a form of speech that contains the intention to command, request, invite, prohibit, or tell someone to do a certain action. In the context of classroom learning, imperative speech actions are very often used by teachers in order to manage the classroom and direct student behavior to be in accordance with learning objectives. In communication between teachers and students in the classroom, imperative speech plays a very important role. The teacher as a speaker not only conveys the subject matter, but also directs, guides, and controls the course of the learning process through various forms of speech.

Meanwhile, students as speech partners receive, respond, and carry out the speech delivered by the teacher. Therefore, communication interaction in the classroom cannot be separated from the use of imperative speech actions, because through this speech teachers can create an orderly, active, and conducive learning atmosphere. The use of imperative speech in teacher communication in the classroom is also closely related to the effectiveness of the learning process. Teachers often use imperative speech to provide instruction, regulate student activities, provide warnings, and encourage student participation in learning. For example, when the teacher asks students to read, answer questions, or pay attention to explanations, the speech used contains an imperative element. This shows that imperative speech acts not only function as commands, but also as pedagogical communication strategies that support the achievement of learning goals.

The reason for choosing imperative speech actions in this study is because the form of speech is the most dominant used in learning interactions in the classroom. Teachers as classroom managers actively use imperative speech to direct student behavior. In addition, imperative speech also has a variety of forms and functions that are interesting to analyze, so that it can provide a clearer picture of teachers' communication strategies in the teaching and learning process. The urgency of research on this imperative speech act lies in the importance of understanding how language is used effectively in the context of education. Understanding the use of imperative speech actions can help teachers choose the right communication strategy so as not to cause misunderstandings, and still maintain politeness in language. In addition, this research is also important for the development of linguistics, especially in the field of Pragmatics, because it can contribute to the study of language use in a real context in the educational environment.

Thus, it can be emphasized that imperative speech has a very important role in communication between teachers and students in the classroom. This act of speech not only serves as a tool for giving commands, but also as a means to direct, guide, and shape effective learning interactions. Therefore, the study of imperative speech in the teaching and learning process is very relevant to be carried out to understand more deeply how language plays a role in building quality educational communication.

## 2. METHODS

This research is a type of qualitative research with a descriptive method. Research on teachers' imperative speech actions in the teaching and learning process uses a descriptive qualitative method because it aims to describe and understand in depth the use of language in a natural context. The research data is in the form of teacher speech, not numerical data, so the analysis is focused on the form, function, and strategy of speech in learning interactions. Thus, the descriptive qualitative method is considered the most appropriate because it is able to comprehensively reveal the form, function, and strategy of the teacher's imperative speech in the learning process. The qualitative approach was chosen because this study aims to describe in depth the forms of imperative speech actions used by teachers in the teaching and learning process in the classroom. Qualitative research seeks to understand the phenomena experienced by research subjects holistically by describing in the form of words and language in a natural context. The descriptive method is used to describe systematically and factually the form and function of the teacher's imperative speech in the learning process.

According to Sugiono (2017: 224), the technique used for data collection is the most strategic technique used in research. This is due to the fact that the main purpose of a study is to gather information. The following data collection techniques are used in this study, including: observation

technique is an activity that is carried out to focus on an object by involving all the senses. The five senses of sight, smell, hearing, touch, and taste can all be used for observation. In accordance with the opinion mentioned above, the researcher in this case will carry out observation activities or direct observation of the teacher's imperative speeches during the learning process. The data of this research is data obtained from the teacher's speech. Therefore, in addition to using the recording technique, it also uses the listening and recording technique. The listening technique is used to record the teacher's speech, the researcher focuses on speech that contains imperative speech.

The data analysis technique used in this study is qualitative data analysis. Analysis techniques are data collection processes systematically to make it easier for researchers to draw conclusions. Miles and Huberman mentioned that data analysis during data collection takes researchers back and forth between thinking about existing data and developing strategies to collect new data (Sofwatillah, 2024). Miles and Huberman (1992:16) analysis consists of three flows of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawn/verification (Yunidar et al., 2020).

### 3. FINDINGS AND DISCUSSION

From the results of observations of teachers' speech at SMP Negeri 2 Paraigi, there are forms of imperative speech actions, imperative speech functions, and imperative speech strategies. From the results of this study, 5 forms of speech were found that take place in the teaching and learning process in schools. The form of teacher imperative speech is as follows: (1) prohibition consisting of four data, (2) request consisting of three data, (3) permitter consisting of three data, (4) invitation consisting of two data, (5) command consisting of six data. The function of the teacher's imperative speech in this study, there are 5 functions, namely as follows: (1) prohibition, (2) request, (3) permitting, (4) invitation, (5) command. Meanwhile, the strategy of the teacher's imperative speech in the teaching and learning process at SMP Negeri 2 Parigi from the results of the research found direct strategies and indirect strategies. The findings about the form, function, and strategy of teacher imperative speech in the teaching and learning process at SMP Negeri 2 Parigi, are as follows:

#### Imperative Speech Request

Imperative speech is imperative speech that is delivered in a more polite tone and is characterized by help, apology, or apology. The speech can be seen in the following data.

##### Date 1:

Teacher : Please take the book from your mother's desk first

Students : (one of the students stands up and goes to get a book)

Context: The speech takes place in the classroom. It is spoken by the teacher at the beginning of learning and asks students to take the book on the table.

The speech "please take the book on your mother's desk first" shows that the speech is included in the form of an imperative of polite request. Although speakers have a higher status in the context of teachers and students, the use of polite forms of speech reflects efforts to maintain good interpersonal relationships and shows respect for speech partners.

##### Dates 2:

Teacher : Please pay attention to the front first

Students : (all students pay attention to the front)

Context : The speech took place in the classroom. It is spoken by the teacher during the lesson and asks all students to pay attention to the front when the teacher explains.

The conversation occurred when a number of students played and caused a commotion in the classroom. In this situation, the teacher said the sentence, "Please pay attention to the front first". The speech delivered by the teacher is included in the form of imperative request because it contains the intention of asking students to focus on the teacher and the ongoing learning activities.

##### Dates 3:

Teacher : Mom asked for a little more time, yes

Students : Yes, Mom.

**Context** : The speech happened in the classroom. spoken by the teacher at the time of the finished learning time and asked for permission from the students to complete the material that took place.

The diwali occurs when the learning time has ended, but there are still material that has not been discussed. In this situation, the teacher said the sentence "Mom, ask for a little more time". The speech delivered by the teacher is included in the imperative of the request because it contains the intention of asking for approval from students to continue the discussion of the material that is still a little left.

### **Authorizing Imperative Speech**

Imperative speech is imperative speech that states the grantor or permits an action. Use the word please, can or please. These speeches can be seen in data (4), (5), and (6).

#### **Dates 4:**

Teacher : You said you were going to test today?

Students : Yes sir.

Teacher : Please prepare one sheet of paper

**Context** : spoken in the classroom at the start of learning and invite students to prepare a piece of paper on the table to carry out daily exams.

In the speech, the teacher uses the imperative form of the permission which is marked by the use of the word "please". The speech aims to provide opportunities for students to take an action, namely preparing a piece of paper as a necessity in exam activities.

#### **Dates 5:**

Teacher : Do you understand this?

Students : Already mother

Teacher : Okay, please do it

**Context** : spoken in the classroom during the learning and the teacher has finished explaining the same example with the assignment given and then allows to do the assignment.

In data (5), the speech delivered by the teacher to the students contains the meaning of the imperative of the permitter. The speech began with the teacher's question about the student's understanding of the material that had been explained, namely "do you understand this?". After the student has stated that he has understood the material, the teacher gives permission and at the same time invites the student to work on the problem through the speech "okay, please do it". The use of the word please in the speech shows that there is permission from the teacher to the student to start doing the assignment given.

#### **Dates 6:**

Students : Can you be a group of one person who is in front?

Teacher : One group can only be one representative

**Context** : spoken in the classroom during the learning and the teacher allows the group of one representative to come forward to explain the group's assignment.

Data (6) is the teacher's speech to students that contains the meaning of the author's imperative. The speech was delivered by the teacher as a form of approval to the students' request, which allowed each group to be represented by one person to come forward and provide an explanation. Thus, the teacher's speech showed that there was permission to students in group presentation activities.

### **Imperative Speech Invitation**

Imperative speech is imperative speech that aims to invite the opponent to do an activity together. Marked with the word let's go, come or try. This speech can be seen in the following data.

#### **Dates 7:**

Teacher : Who is biased in interpretation

Students : ( all students are silent)

Teacher : if no one raises your hand, show it

Students : I'm a mother

Teacher : Let's move on, the line below the sentence

Context : spoken in the classroom during the learning and the teacher invites the students to come forward to interpret the sentence.

Based on the conversation above, it can be concluded that the speech delivered by the teacher contains the imperative meaning of invitation. Because the teacher invites students to come to the front of the class to interpret the sentences on the board and give underscores to the sentence. The use of the phrase "let's move forward" shows that there is a form of invitation aimed at students to actively participate in learning activities.

**Dates 8:**

Teacher: Come on, who else wants to ask?

Student: I'm a mother (one of the students raises her hand)

Context: speech takes place in the classroom during the learning process. The teacher invites students who do not understand to ask questions.

The speech "come on, who else wants to ask?" is in the form of an imperative invitation that is marked by the use of the word *ayo*. The word shows an invitation from the teacher to students to do an action, namely asking. The phrase "who else" shows that the teacher gives opportunities to other students, especially those who do not understand the material, to ask questions.

**Imperative Speech**

Imperative speech is imperative speech that tells someone to do a certain action, often shown specifically to individuals. This speech can be seen in the following data.

**Dates 9:**

Teacher : Supriadi opens the bag to pick up books and polpens

Students : (take a book and a pen in the bag)

Context : spoken in the classroom at the start of learning and the teacher told them to prepare books and pens.

In data (9) there is a teacher's speech to students that contains the meaning of the imperative of instruction. This can be seen in the saying "open the bag, take books and polpen" which shows that there is an order to students directly to take an action. Through this speech, the teacher intends to instruct students to prepare learning materials, such as books and polpen, so that the learning process can take place in an orderly and effective manner.

**Date:**

Teacher : After writing an example, take off the pen

Students : Yes Mom.

Context : spoken in the classroom during the learning and the teacher tells them to keep the pen and pay attention to the teacher explaining.

The dialogue between teachers and students above contains the imperative meaning of command. The saying "after writing the example, take off the pen" indicates that the teacher tells the student to stop writing after completing the example given. The students' response in the form of "yes mother" indicates that they understand what the teacher conveyed.

**Date:**

Students : (two students play)

Teacher : Galih move here you (while pointing to the seat in front)

Context : is spoken in the classroom during the learning and the teacher tells the students to change places.

Data (10) shows the teacher's speech to students that contains the meaning of the imperative of instruction. The speech "Galih move here you" accompanied by a gesture pointing to the seat in front is an instruction to students to change seats. The speech aims to condition the class to be more orderly, so that students who previously played can refocus and pay attention to the teacher's explanation.

**Date:**

Teacher: work now

Students: (directly working)

Context: speech takes place in the classroom when the teacher has finished explaining and telling students to do the assignment without having to be delayed.

The saying "do it now" includes a direct command imperative. The form is marked by the verb "do" which directly indicates an order. The word "now" makes it clear that action must be taken immediately. So, the instructions are conveyed firmly and directly to the students.

**Dates 13:**

Teacher: clothes outside?

Student: (puts in clothes)

Context: speech takes place in the classroom during learning hours and the teacher pays attention to the neatness of the students' uniforms.

This speech includes the imperative of indirect command. In form, this sentence is in the form of a question, but the meaning is an instruction. The teacher told the students to tidy up their clothes, namely by putting the clothes in pants or skirts. The command is delivered indirectly, but it is still understood by students as a direction.

**Date:**

Teacher : 10 minutes to go

Student: wait for mom

Context: speech takes place in the classroom when the lesson is about to end and the teacher reminds him of the remaining time.

The above is an imperative of indirect command. The form is only in the form of a time description of "10 minutes to go". But in the context of learning in the classroom, its meaning is understood as a sign that the time to work on the assignment is almost up. With the time marker, the teacher indirectly tells the students to immediately speed up and complete their work before the time ends.

**Prohibition Imperative**

**Date:**

Students : (Storm)

Teacher : woi, shut up, mother is absent

Context : spoken in the classroom when the lesson is about to start and the teacher forbids to make a fuss.

The conversation above shows the teacher's speech to students which contains the imperative meaning of prohibition. The speech "woi silent, mother absent" is used to prohibit students from doing noisy activities in the classroom. The speech aims to bring order to the classroom atmosphere so that the absence process can take place properly, so that students can listen when their names are called.

**Date:**

Teacher : Don't scribble on the package book

Students : Yes Mom.

Context : is spoken in the classroom during the learning and the teacher forbids not to cross out the package book.

The speech in the data (16) is the teacher's speech to the students which contains the imperative meaning of prohibition. The "don't scribble package books" speech was delivered by teachers to prohibit students from scribble school package books. The speech aims to prevent students from damaging learning facilities and to be able to maintain the completeness of the package books used in the teaching process.

**Date:**

Teacher: who is this baribut?

Student: (immediately silent)

Context: speech occurs in the classroom during the learning process and the atmosphere of the classroom is noisy.

Data (17) includes the imperative of indirect prohibition. In form, the sentence is in the form of a question marked with the question "who". However, in the context of classroom learning, this speech aims to stop the actions of students who are making a fuss. This can be seen from the response of students who were immediately silent, which shows that the speech was understood as a prohibition to avoid making a fuss.

**Date:**

Teacher: Your feet can see

Student: (lowered his leg)

Context: speech occurs in the classroom during the learning process and the teacher pays attention to the sitting position of the students.

The above speech is an imperative speech of indirect prohibition. The sentence above does not use the word "don't", but it is meant as a rebuke for students to be polite. The teacher asked the students to pay attention to their sitting position, and the students immediately lowered their feet, which showed that the speech was understood as a prohibition.

#### 4. CONCLUSION

Based on the results of research that has been carried out on Teacher Imperative Speech in the Teaching and Learning Process at SMP Negeri 2 Parigi. It can be concluded that the use of teacher imperative speech in the teaching and learning process at SMP Negeri 2 Parigi is spoken in the form of imperative. From the results of this study, five forms of speech were found in the teaching and learning process. The form of imperative speech of teachers in the teaching and learning process is as follows: (1) the request "please take the book on your desk first" is speech that contains the imperative meaning of the request which is marked by the word please. (2) the permission giver "okay, please do it" is speech that contains the imperative meaning of the permission giver which is marked with the word please. (3) The invitation "Let's go forward, the line below the sentence" is a speech that contains the imperative meaning of the invitation. (4) The command "Supriadi opens the bag, takes a book and a pen" is a speech that contains the imperative meaning of the command. (5) The prohibition "Do not cross out in the package book" is speech that contains the imperative meaning of prohibition

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