The Imperative Utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) Kurikulum 2013

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Abstract - This research is written with the aim to provide a kind of "response" toward implementation of textbook that Indonesian government has especially developed to support the English teaching and Learning by 2013 Curriculum in Senior High School. The analysis has included three features, they are the diction, the sentence sturcture, and the language style. The fourth aspect to be considered is the students reponse in understanding the imperative utterances in the textbook. Students make the most of they can, or their effort, to get to know about the lesson activity, and the lesson activity "requires" or asks them to do.

By the results and discussion for the four research questions, it can be concluded that the imperative utterances written by the writers of this textbook do really help the teaching and learning, using 2013 Curriculum approach. Besides its sentences writing which are varied and efficient, the textbook imperative utterances diction, sentence structure, and language style are of features that make the imperative utterances practical and understandable to the students. In challenge of the students to be "very" active" or responsible, in 2013 Curriculum teaching and learning, the textbook give positive value to the students, in the way its imperative utterances are efficient, which are is formal English for 2013 Curriculum Indonesian EFL teaching and learning.

The students has given response toward the imperative utterances implementation during their learning time, to support the analysis of the diction, sentence structure, and language style. By a structured interview to ask for their comments and opinions, the students of X IPA 3 and X IPA 4 give positive response in two meetings of lessons. They give comments that the diction, sentence structure, and language style that they notice by simply "reading" of these imperative utterances are of efficient formal English language imperative.

Keywords*: Imperative Utterances, Sentence Structure, Language Style, Students Response*

I.   INTRODUCTION

1.Background of the Study

English learning is one of foreign languages learning to learners who are non-native speakers. For making the students able to use English language to communicate effectively, it has to be the quite serious concern for teachers and educators intitution to manage what the learners are going to learn and what after one competence or skill has been acquired, for the sake of making sure the learners are able to understand English language, and use it to communicate their ideas to others.

To succeed the learning process, it is certain that teachers face the problems to get the students willing to participate during the class, that they need some strategies to implement in the class. Stevick [1] notes that there are three principles known as „English 3‟ to treat the students as a very special kind of group, to treat the students as human beings with human needs. „English 3‟ consist of: (1) Find out what your students and their sponsors expect from the course; (2) Find out what will make your students feel welcome in your class and secure with you; and (3) Work out some basic techniques, and establish a simple, clear routine for using them.

Tthe first step brings implication with it that the students have some expectation from their own learning, that the teachers have to find out what the students need in order to make the students willing to learn. This is applied in learning objectives. The second step insists on importances of interaction between the teacher and his students in order to build a conducive environment for the learning. This is applied in the way the teacher talk in the class, or give instruction of both learning and task to the students. The third step, on the other hand, insists on the techniques best applied to teach, and routine to do in the class. This is commonly applied in the way the teacher give instruction of learning, and the way the teacher makes some routine, giving a set of routine each lesson, for example, for the students in each lesson.

The three aspects from English 3 [2] does apply in textbook provided for the class. In textbook, the educators has set learning objectives for lessons, or each lesson, the guide to teachers for what to talk or instruct to the students for the learning, as well as the „narration‟ of instructions that have been systematically set in every lesson or chapter, and some application of teaching learning technique and routine for the class in every lesson or chapter. It is therefore certain that textbook, primarily the main textbook in the class bring media where the teacher can interact with the students to build the learning unit by unit.

Learning one competence is a step-by-step doing. [3] notes that indicators are the smallest unit of „doing" by the students in order to master one competence or skill. Eeach set of learning objectives contain with it the techniques for the teaching, the learning materials, the time allocation, the strategy of the students learning, the indicators, the sub-basic sompetence, as well as the basic competence of the students, where the syllabus are derived into the lesson plan for each lesson for each meeting. This brings textbook the „task" to apply the learning of the students steps. Each unit of activity is supposed to be guiding the students for what to do from the previous one, relating it to the present one, and preparing to the „future" one.

Teaching brings with it importances which, in its circumstances, include texchniques, textbooks, and technology. Brown [1] notes that one of the teachers challenges is to make the very best use of the textbook that he has. The textbook is certainly in relation with the teachers teaching techniques, which include considerations about: (1) principled teaching; and (2) context of learning. One purpose of teachers to the students is to bring the students some „promise" for communicative skills. They are going to have not only linguistic competence of English, but also, and finally, the communicative competence using English language. Therefore, it is often noted, and noteworthy that selecting or developing the proper textbook is of the concerns while teaching.

In relation to textbook, there must be the institution responsible for developing the textbook for the nation, which happens in Indoensian Teaching of English as a Foreign Language. In Indoensia, the teaching learning in school are currently recognized as the implementation of 2013 Curriculum. It is the most current curriculum that the educator institution applies in Indonesia. The educators include the government, the teacher, as well as assessors who are in charge in the progression programs for the ske of the betterment of 2013 Curriculum for effective teaching and learning.

There are three components that can be learned or magnified about the language of what is called "instruction" of the textbook. They are its diction, its sentence structure, and its formal language style. The researcher then decides to call the „instruction" as imperative utterances in this study, as the name is more linguistically acceptable about the textbook. The diction is the way the writer say, or make the imperative, while the sentence structure is the type of tenses used in the imperative, and, whether it is an active or passive or the passive one, and the formal language style in enabling the students easily understand what the imperative tell them about, and to make learning efficient therefore it saves time and supports the learning of the 2013 Curriculum.

Some study conducted had already focused on analysing textbook for students as well. The resarcher would like to mention two examples of study. Tthe first is by Yassine [4], observing the „intercultural competence bulding" in Algerian EFL textbooks, with the result that the textbook does apply the intercultural competence building for students, by giving exposure about the culture of both Britatin and America. The way the textbooks serve this cultural exposure does even bring impact on its best selling for Algeria TEFL. The second study is by Li [5], seeking for the evidence of implementation of Chinese cultural values in China EFL textbook along the production of the textbooks, with the result that the textbooks do apply Chinese culture values in China EFL, bringing the good result even better than the researhcer previously assumpted.

In conclusion, this study would go to analyze imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2 Kurikulum 2013* as Indonesian EFL textbook, and the textbook chosen is the Students Book as it is more closely relating the lesson to the students than the Teachers Guide. The study would question about the imperative utterances diction, sentence structure, and formal language style in order to make learning of the students efficient therefore applies well and it also saves time. The researcher would relate the three aspect, formal language style, with aims of English effective 2013 Curriculum as it has been decided by *Depdikbud* (2014).

The study questions are: (1) How is the diction of imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*, (2) How is the sentence structure of the imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*, (3) How is the language style of the imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*, and (4) How is the students response in understanding the imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*. The significances of this study is to be given to the field of education. Tthe researcher would like to „document" the use of imperative utterances in a textbook by Indonesia TEFL for tenth grade students by their diction, sentence structure, and language style. The researcher aims to, basically, continue her research about Task-Based Language Teaching (TBLT) to support 2013 Curriculum for English teaching and learning to tenth grade students [6]. This occassion is time to further study about the task implementation by looking at the effective use of language by the textbook especially the imperative utterances. This study can refer to Applied Linguistics and Indonesia TEFL by using the textbook for 2013 Curriculum with Task-Based Approach.

2. Assumptions

In this introduction, the researcher had assumed that there would be no problems about the imperative utterances in the studied textbook, in the ways that the imperative utterances in the textbook are undersandable to the students, viewed by the points of the diction, the sentences structure, and the formal language style.

3. Literature Review

A good textbook should have given the best for the readers, especially the students. This is in line with a note by Brown [1] that in *Communicative Language Teaching* linguistic variation is a central concept in materials. This is the basis for materials development for students, which can be applied in Senior High School, because in this level or grade of studying, the students already have critical thinking skills, where they can explore the language, not only from the linguistic skills or input, but also the communicative, and interactive skills or ability.

By this need, the students then "automatize" their input to become something meaningful to learn. Therefore, it is in the important aspects to be considered that a textbook brings positive input to the students, in the way they can do with their creativity the language.

One aspect that can be used as the reference for a good language textbook is the formal language. In formal language, the textbook must have brought authentic or standard English, and formal language for students learning, or academic language, so that the students can participate or attend with optimal performances in the textbook input, such as the tasks or the activity.

In terms of diction, the students would get input about the diction used in the imperative utterances. The efficient imperative utterances will bring the pragmatic effect in the way that it can encourage the readers or the students to become active in task or in the activity. Rosenshine [7] notes that imperative utterances are a kind of support given by an effective teacher to ensure that the students efficiently acquired, rehearsed, and connected background knowledge.

In terms of sentence structure, the students would get input about the structure of the sentence, including subject-verb agreement, pronouns, and the passive. The note by the experts had come from Azar & Hagen [8], that explained that there is a subject-verb agreement that define the sentence structure. The other to consider about is the pronouns that will be becoming the reason for subject-verb agreement and also for the students understanding about the person(s) reference ways, and the passive, whether the imperative utterances give the clue for the task or the activity in the passive or active ways or form.

In terms of language style, the students would get input with the formal language style. Holmes [6] had noted about the standard English, that the standard English refer to the formal language style, especially in the educational context or setting.

There had been some experts study that discuss aboiut textbook analysis. Tthe first is by Yasine [4], which had focused on social discourses constructed in Aalgerian Engl,ish (or Algerian EFL) textbooks, with the key issues such as Culture, Ideology, and Otherness for the learners"

intercultural competence. The study is one the reading text (as the linguistic level) and the images (as the visual level), which are aimed to make attempt to capture the ideologies which underlie the reading trext and the images. Tthfe findings of the study showed that the studied textbook linguistically favour British and American cultures. This makes the three textbooks standn out as the most legitimate contexts for TEFL in Algeria. The second is by Li [5], which evaluate the Chinese cultures implementation in China EFL textbooks for Primary Level. The findings of study showed that during the development of the textbook, the researcher finds even better condition, in the ways that both the Curriculum stakeholders and the teachers had implemented a nuanced understanding of Chinese culutural implemetation in China EFL teaching, by the China EFL textbook.

4. The Rationale or The Narration of the Thesis

This study had "two session" of study. Tthe first poart will be the analysis of the language use in the imperative utterances in teh textbook, which included the analysis on the diction, the sentences structure, and the language style. The second part would be the time to "turn dow the fileld", which was to seek for the students response in understanding imperative utterances in the textbook, before, during and after the task or the activity. The structured interview to the students would also include the diction, sentence structure, and language style opinions from the students. By these data, and these both groups of analysis or part of the study, the researcher further relate one factor to the others in order to conclude or develop a summary about the imperative utterances in the textbook, especially, its formal language style to support 2013 Curriculum English (Indonesian EFL) learning.

II. METHODOLOGY

It seems to be one of the matters to consider to decide the most appropriate design of methodology in order to conduct an efficient study, finding out the study questions data and answer, as well as achieving the significances of the study accordingly. Therefore, the researcher would like to describe this study methodology, before going on to results & discussion session.

The design of this study is of the qualitative ones. The researcher analyse diction, sentence structure, and formal language style of the imperative utterances in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*, and the students response in understanding them. The analysis has had a set of techniques, which include organize and familiarize, by organizing the data based on the "potential" category of the research questions, and familiarizing the data into the category of the research questions, data code and reduce, coding the "answer" related to the reearch questions, and reducing the data not related to the research questions, and interpret and represent, interpreting data based on the category of the research questions, and

representing data to be discussed and to be displayed, and providing explanation, tables or diagrams as long as needed.

For the fourth problem of study, the researcher chose students of SMA Negeri 9 Surabaya, one of those who implement the studied textbook and who implement 2013 Curriculum for English teaching and learning.

The research object in this study is the imperative utterances, and the study subjects are students responding to these imperative uttterances, including students of X IPS 2, X IPA 5, & X IPS 1 SMA Negeri 9 Surabaya. The instruments used in this study were (1) observation checklist, observing the teacher and students activity during the teaching learning using the imperative utterances in the textbook, (2) field note, being the source to gather the imperative utterances in the textbook, which were going to be analysed in terms of their diction, sentence structure, and language style, and (3) structured interview, gathering the students response data, in understanding the imperative utterances in the textbook. The data were gathered and available to be disucussed, with the respons from students started by July 20th, 2017, and continued on July 21st, 24th and 26th, 2017. The study setting was in SMA Negeri 9 Surabaya, located in Jalan Wijaya Kusuma No. 48 Surabaya, phone +6231 5342 608.

The study components included analysis of (1) the imperative utterances diction, including (a) pauses, overlaps, and backchannels, (b) conversational style, (c) adjacency pairs, and (d) preference structure; (2) the imperative utterances sentence structure, including (a) subject-verb agreement, (b) pronouns, and (c) the passive; (3) the imperative utterances formal language style, including (a) background knowledge, (b) cultural schemata, and (c) cross-cultural pragmatics/formal language; and (4) the students response in understanding the imperative utterances including (a) class observation, and (b) structured interview.

III.RESULTS & DISCUSSION

Results

The imperative utterances in the studied textbook had been analysed by the three points, they are the imperative utterances diction, the imperative utterances sentence structure, and the imperative utterances language style. The final problem to be solved was how the students response is in understanding the imperative utterances, during their learning, doing the tasks or the activity, with the considerations which also include the three previous main problems, the diction, the sentence structure, and the language style, in the ways of whether it is yes or not that the imperative utterances do bring formal language style, which can support the students learning well.

The results had showed the imperative utterances in all task or activity in the textbook. They contain varying amounts of sentences, but for the matters of the length of the imperative utterances, they are written to be in line with the length of the

activity, or the context of the activity that the activity need to be explained to the students.

The students response data were also gathered, by July 20th, 21st, 24th, and 26th, 2017, by using a structured interview. The reseracher investigated the data based on the first three study problems, analysis of diction, sentence structure, and language style, and also the students response in understanding the imperative utterances before, during, and after the task or activity.

Discussion

The imperative uttterances in the studied textbook had developed a particular response from the students using the studied textbook in their English lesson or subject.

The diction had brought to the students treally help the students to "know´and "understand"he discourse about what the activity is about. The sentence structure of the imperative utterances do really help the students to "know" and "understand" wht they are aiming in each task or activity. The language style of the imperative utterances do bring a positive exposure or input for the students, because the language used are efficient, of the formal language style.

By the students response from the structured interview, it can be known that the students get the diction, sentence structure, and language style very well from the impereative utterances in the studied Indonesian EFL textbook by the government for 2013 Curriculum English teaching and learning. They get the help before, during, and asfter the task or the activity.

IV.   CONCLUSION & SUGGESTIONS
Conclusion

This study has aimed to analyse the imperative utterances diction, setencve structure, and language style in *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 2* (Students Book) *Kurikulum 2013*, and the students response in understanding them. Based on the results and discussion, it can be concluded that the imperative utterances in the textbook do really help the students to understand the activity conducted in the textbook, before, during, and after the activity, viewd by the points of their diction, sentence structure, and formal language style, required in the effective EFL in Indonesia, based on 2013 Curriculum as the most recent curriculum to be implemented.

Suggestions

This study has aimed to cntribute in students response study. The researcher would like to give a great gratitude to who are willing to conduct the possible further discussion about this field, which especially addressed to the betterment of *Bahasa Inggris Kurikulum 2013* textbook for Indonesian EFL 2013 Curriculum-based teaching and learning.

Dedication Statements

The day I am asked to mention who this thesis is written for, I would like to deeply say who my "dedication sheet" I addressed to. First, this is for my Mother. Mufidah. Second, to My Mother. Third. For My Mother. Fourth. For My Father. Lukman.
Thank You.

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