REPRESENTATION OF INDONESIAN IMPERATIVE SPEECH ACTS TEACHER AT MTSN 4 PADANG

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Abstract

In the learning process there is communication between teachers and students and student with a student . The process of communication that occurs to students and student-speech utterances involve highly varied , including speech acts/ acted imperative. This study aimed to describe the type of speech acts/acted teacherimperatives contained in the learning process of MTsN 4 Padang . This research is qualitative descriptive method that uses the data onto the form of speech used by the teacher in the Indonesian language , science , and social studies . Data collection techniques in the study of the technique of recording and recording field techniques . result in this research imperative speech act is divided into five types , namely : the usual imperative , demand , licensing , solicitation , and the messenger.

Keywords:representation, imperative, teacher

Introduction

Teachers and all the problems in the learning process is a topic that is not endless talk about in order to seek solutions to existing problems. Studies or research on the capabilities and performance in the learning process, it is believed the teacher recalled strategy as one of the factors determining the success of the students in the learning process in sekolah.Terbukti followed by the many studies examining the case, including in Malaysia (Thuruvan, 2017); Georgia (Kurdgheashvili, 2015) saysstudy of speech acts request related to the field of pragmatics and cultural classes, can be useful in understanding how the students feel interaction polite when talking; in China (Yi-Xuan, 2016)speech acts plays an important role in Pragmatics; Turkey (Tugba, 2013) saysthe teaching of pragmatic competence in learning; in Iran (Hashemian, 2014); Iraq (Jawad, Alrahman, &Hamee, 2016); The Yordani (Zayed, 2014); and Indonesia (Qomariah, 2017; Wungo, 2017; Hasmi, 2018; Mujianto, 2015; Hanz, 2017; and Ardianto, 2013) importance of examining the function, types of speech acts teachers or students in the learning process in the classroom.

When the learning process, the teacher tells a strategy is needed that can motivate, inspire new and fun for students. It is also in accordance with the opinion of Erlis, (2014) and Halid, (2011). It's believed that the speech act of teachers in the learning process to explore, develop students' creative potential of being owned. In everyday learning, often heard phrase from some students that the teacher A teacher B is not cool to teach, he was too fast to explain the lessons, he often uses sentences that are not effective in speaking so that students do not focus on the subject but to sentence the teacher is not effective that. Both teachers and students must be able to act with courtesy speech in the classroom or outside the classroom. It is also in line with the opinion of Hasmi, (2018); Mujianto, (2015), and Halid, (2011).

In the learning process takes place communication between teachers and students and students with a student. The process of communication that occurs between students and students involving speech-speech that is highly variable, among other imperative speech acts. The speech acts are also found in the process of learning the Indonesian language in MTSN 4 Padang. The following are examples of speech that occurs in the learning process in MTSN 4 Padang.

Teacher: It is understood that Mom just mentioned? (Speakers = P)
Students: It Buk. (Partner Speech = MT)
Teacher: Now work in a workbook? (Speakers = P)
Students: yes thud. (Mitra Speech = MT)

The above example is a speech that had the purpose to rule or request that the hearer to do something as desired speaker.

Representation is derived from the word "Represent" meaningful stand for meaning "means" or also "act as delegate for" acting as a symbol of something (curbs, 2001, p.456). "Representation could also mean as an act that presents or presenting something through something outside themselves, normally a sign or symbol "(Piliang, 2003, p.21) .Representasi is something that refers to the process whereby reality conveyed in communication, via the words, sounds, images, or any combination thereof (Fiske, 2004, p.282).

Idea speech act is rooted in the philosophy of language Austin and Searle. However, the language can be used to make promises, threats and warnings, conveyed the invitation, give advice and do many other things (Cummings, 2010, p. 26). Speech act is a pragmatic concept that produces social action in the communication. One type of speech act speech act is imperative.Imperative is tense or verb to express the order or requirement or prohibition to perform an action (Kridalaksana, 2008, p. 91). Imperative interpreted as a form of sentences or verb to express the requirement or prohibition orders or acts (Kridalaksana, 1994). In conducting the research imperative Indonesian, have to see the context of the situation that underlie the emergence of a speech to be able to explain the various possible meanings Indonesian pragmatic imperative. Rahardi (2005, p. 79) classifies the Indonesian imperative sentence formally into five types. First, the usual imperative sentence. Second, the imperative sentence request. Third, the imperative sentence licensing. Fourth, the imperative sentence solicitation. Fifth, the imperative sentence errand.

In the learning process is certainly much more imperative utterances that would muncul.Oleh Therefore, researchers interested in studying speech acts in learning Indonesian students in MTSN 4 Padang. Research will review the imperative speech acts proposed by Rahardi (2005), which revealed formally imperative sentences can be divided into ordinary imperative, the imperative demand, imperative licensing, imperative invitation, and imperative errand. With the hope to be fed back to the relevant parties later.The aim of this study was to describe the type of speech act imperative Indonesian teachers who are in the learning process in MTSN 4 Padang.

Method

This study is a language that expresses the phenomena of language, especially the use of language and politeness. This study belongs to the qualitative descriptive study. This qualitative research aims to describe clearly about the object under study, as well as describe the overall data, systematic and accurate (Sugiyono, 2009, p. 285). Furthermore, Sugiyono (2012, p. 9), also said that qualitative research is research used to examine the condition of the object alamiah.Selanjutnya, Sudaryanto (1992, p. 62) suggested that the descriptive used to describe a state based on the fact that No or phenomena that are empirically-speakers live in speakers, so that the generated or recorded form language interpretation can be said as the portrait as their nature.

The instrument of this study is the researchers themselves or a member of the research team. That is, data collection depends on the researcher as a data collector (Sugiyono, 2012, p. 292) The data in this study is a speech teacher in the learning process. That is because the teacher speech is speech that many reveal the type of utterances by searle.Sumber theory research data is taken from Indonesian students' learning process MTSN 4 Padang in July 2018.Data collection techniques in this research is a field recording techniques and techniques rekam.Dataanalyzed in this study in the form of speech used by the teacher in the Indonesian language, science, and social studies. To obtain a description of the speech acts used in the learning process, the data analysis technique used is equivalent pragmatics.

Results and Discussion

Based on the research conducted, it was found five types of speech acts imperative sentence the teacher in the learning process in MTsN 4 Padang. These five types of speech acts imperative sentence is an imperative of the ordinary, imperative demand, request permission imperative, imperative invitation, and imperative errand.

Ordinary imperative

The use of ordinary imperative sentences typically have characteristics such as hard berintonasi, supported by the verb base and hardener berpatikel was the one. Imperative sentences of this type can range from very fine imperative to the imperative that is very rough. In said no ordinary kind of imperative, speech teacher in front of students seen when the teacher gave a briefing on learning materials in the classroom and can be easily characterized by the use of the particles was the one spoken by the teacher. This can be seen in the following excerpt.

> "Kids, take note!"

In the quote above shows the teacher told the students who are in class to pay attention to what is taught when learning takes place. The speech spoken at the time of gugu want to give to explain the material to be

taught so that students can understand what will be taught. Selnajutnya, ordinary imperative can also be demonstrated in the following speech.

"Clean the blackboard that!"

In the quote above, it appears the teacher said to the students sentences memperintahkan to remove the writing on the blackboard so that the chalkboard looks clean. Ordinary imperative speech acts can be evidenced by the basic working keta 'clean' and berintonesia hard for a command that one of the students to hear and immediately come forward to clear the board. Furthermore, the usual imperatives also seen in the following excerpt.

"Everyone shut up!"

In the quote above, it looks teacher asks the students said command word silent because the circumstances were being rowdy and chide class so that the classroom atmosphere becomes uncomfortable in the learning process is ongoing. Teachers use the usual imperative to tell the students that were in the class to be quiet in order for the class to be quiet, and students can focus back on the lessons to be dijarkan.

Imperative Demand

The imperative form of speech acts imperative sentence demand can be seen from the imperative sentence with very delicate errand levels. Typically, the imperative sentence request is accompanied by a more modest attitude of the speaker than the speaker attitude at the time said ordinary imperative sentence. Imperative sentence is marked by the use of a marker request politeness please, try, please, please, be so good, can suppose, requested with respect, and being requested by the very .. thus can be seen clearly that the imperative demand, teachers use a lower speech and do not use harsh tone because at this speech not directly govern teacher but using markers as a form of demand. This can be seen in the following excerpt.

"Try Ananda provide a response to material submitted by the two groups that appear!"

In the quote above data, in the context of teachers and students are following the lesson together. Learning is done by a group discussion. The group is split into several groups. One of the group are welcome to convey the subject matter that has been discussed then also answered questions from various members of the discussion forum. Furthermore, the imperative demand can be seen in the following excerpt.

"Ananda all, expected to relearn the lessons learned yesterday and re memhbahas practice questions so that later can easily do the test."

In the quote above, it appears the teacher asked the students to learn the lessons that have been taught and also discusses the practice questions so that students better understand the lessons that can be easily worked exam questions later. Speech acts imperatively demand seen at the time the teacher said the speech marked by affixing a marker 'expected' so obvious that the imperative invitation in the speech. Then, an imperative demand can also be seen in the following excerpt.

"Ananda all requested very understanding and attention to friends who provide feedback so that later can also give a good feedback for smooth our discussion."

In the quote above shows that the teacher uses the imperative demand in the form of a request that students focus on the course of the ongoing discussion and attention to friends who give their opinions and answers to questions or materri lessons that are being described with the purpose of the material provided can be met and the students also able to provide feedback and opinion on the subject being studied. Speech acts imperatively demand is clearly visible at the time of the speech teacher use marker "requested by the very '. Thus, the teacher uses with the imperative demands of speech subtly.

Imperative to grant licenses

The imperative form of speech acts granting imperative sentences can be seen from the speech act imperative imperative sentence in the form of licensing is to license the use of markers is characterized by politeness such as please, let it be, allowed, welcome, and allowed. Thus, it can be seen clearly that that the imperative of granting permission, the teacher uses speech by using markers such as please, let it be, allowed, welcome, and allowed. This can be seen in the following excerpt.

"Ananda all welcome to find four or five people in one group."

From the quote above, it can be seen that the teachers use the imperative command to the type of licensing that is imperative to allow her students to look for each group in accordance with what he wanted without having to use the intervention of a teacher. This is evident in the current context of learning in the classroom and will discuss the material that has been described by the students can better understand the purpose of further studying the material being taught when they can discuss it with members of the group chooses. Then, imperative licensing is also available in the following excerpt.

"Please come in!"

From the above quotation, the context is that when students late into the classroom and asked the teacher to follow the lessons. Seeing this, the teacher gives permission for the student to take lessons and get into the classroom. The sentence "please come in!" Shows that the teacher uses the imperative for teacher licensing please put a marker in the sentence so that it can be proven that the teacher uses the imperative permits to students late entry into the classroom to follow a lesson. Furthermore, the imperative request permission also seen in the following excerpt.

"Please take a class president yesterday's workout book ahead!"

In the quote above shows the teacher gives permission to the head of the class to share an exercise book to his friends by first taking the book to the teacher's desk. Imperative licensing evident when the teacher said utterances by using markers 'please' in the phrase.

Imperative Call

The imperative form of speech acts invitation imperative sentences can be seen in the imperative speech acts berupaajakan imperative sentence. Solicitation imperative sentences can be seen when teachers use politeness markers let, let, let, please, should, and let. Thus, it can be seen the teacher uses the imperative invitation invitation if the teacher uses markers such as let, let, let, and others. this can be seen in the following excerpt.

"Although the weather was hot this afternoon, let's keep the passion in following the lessons so that lessons can be understood easily."

In the context of the quote above shows during the day and hot classrooms, but teachers still spirit invites students to attend classes with vigor. This was evident when the teacher uses speech acts imperatively calls to using markers 'come on' to their students as a form to invite students to keep the spirit in the following subjects in the classroom even though the atmosphere was hot due to hot weather during the day. Then, the speech act imperative is also seen in the following excerpt.

"Ibuk hope, ananda all can understand descriptive text later on in order to achieve the goals of our learning."

In the quote above data, it appears that the context of the speech that is spoken is the teacher at the beginning of the lesson in time to notify the teacher that the learning objectives are the descriptive text. In the quote looks teacher invites the students to follow the lessons well in order to be more easily memahamu lessons on descriptive text that will be taught later so that learning objectives can be achieved and was expected to produce a good value later. Furthermore, imperative invitation can also be seen in the following excerpt.

"Ananda all let his attention and respect are on the opinion that will also be appreciated ananda all in giving your opinion!"

In the quote above data, it appears that the context of the speech that is spoken teacher is at the moment one of the rowdy students when a student gives an explanation and opinion on the subject matter of descriptive text in class. This immediately makes the teacher uses speech acts imperative invitation is to invite all the students to instill a sense of price-respect to his friend who gives his opinion with regard calmly and not rowdy in class. In the excerpt shows that the teacher uses speech acts imperatively calls to using markers 'let' when spoken with the intention to invite students to pay attention to his friend who was giving an explanation in the form of an opinion on the material in question when the lesson.

Imperative Messenger

The imperative form of speech acts messengers imperative sentences can be seen in the imperative speech acts berupasuruhan.Kalimat imperative imperative sentence errand usually use a marker of politeness let, let, let, please, let, should, please, please, and please. Thus, a teacher can easily be seen using the imperative speech acts errand when the teacher uses phrases such markers come on, try it, please, and others. this can be seen in the following excerpt.

"Try to go to page 85!"

In the above quote, the speech context is learning in the classroom when teachers and students turn pages of a book to be studied. The teacher tells the students opened the subject matter contained in the textbook on page 85. Follow the imperative seen clearly said that the teacher using a marker to let the words spoken to have the students look for pages mentioned so that students can find material that is appropriate to the lesson will be studied at the time. Then, the speech act messengers can also be seen in the following excerpt.

"Let all the group members that appear to give each answer of the question of the questioner!"

In the quoted text above, it appears that context occurs when the appearance of members of the group that displays the results of the discussion and will answer questions from the pen. Seeing this, the teacher told the presenter each group member to provide answers of students who asked about the materials studied by the group publisher. Furthermore, surahan imperative can also be seen in the following excerpt speech.

"Let him do the problem itself!"

In the quote above shows that the teacher uses the imperative messenger using the bookmark 'let' to have the students did not help her in solving a given problem with the purpose of the student can advance independently in work on a job without interference with her first. This occurred in the context of the atmosphere in solving the exercise when the teacher had finished explaining lessons and asking the students to do the questions given to be answered in a workbook.

Conclusion

Representation of speech acts imperative Indonesian teachers in MTsN 4 Padang include regular imperative, the imperative demand, imperative licensing, imperative invitation, and imperative errand. Imperative common as berintonasi hard, supported by the verb base and hardener berpatikel was the one. Then, the imperative demand can be seen from the imperative sentence with very delicate errand levels. Furthermore, on the imperative provision user izinditandai with politeness markers such as please, let it be, allowed, welcome, and allowed. At the invitation imperative visible when the teacher uses speech act ajakan.Kalimat imperative form errand usually use bookmarks let, let, let, please, let, should, please, please, and please. Thus, the fifth imperative speech acts can be seen when the teacher said tuturannya by using a marker to the verb form of the command.

Acknowledgments

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