



Educative Imperatives in the Teacher Speech of the SMAN 1 Kwanyar Bangkalan

(Imperatif Edukatif dalam Tuturan Guru SMAN 1 Kwanyar Bangkalan)

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Abstract: During the learning process in class, the teacher has indirectly given orders to his students that are educational and pragmatic imperatives in their speech. The purpose of this study is to describe the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan. This research approach is a sociopragmatic approach. This research method is a qualitative research method. This research data uses qualitative data in the form of data transcriptions from documentation results containing educational imperative forms in the form of words and sentences in a speech by a teacher of SMAN 1 Kwanyar Bangkalan. This qualitative data is intended to describe the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan. The source of this research data was 3 teachers of SMAN 1 Kwanyar Bangkalan and involved 33 students. Data is taken between January-March 2023. This research data collection technique uses documentation techniques, interviews, field notes. Data analysis was performed with Huberman's version of data. This study concluded that the form of educational imperative in the speech of teachers of SMAN 1 Kwanyar Bangkalan was assertive, directive, and expressive. This educational imperative mode is because teacher statements tend to function to state, inform, report, and demand. Next, the educative impertive findings are directive mode because teacher statements tend to function as commanding, instructing, inviting, and suggesting. Educational imperative is expressive mode because teacher statements tend to function mocking, congratulating, praising, and saying thank you. Impertive educative directive mode teacher statements do not function to instruct, plead, require, coerce, borrow, and interrupt. Thus, assertive, declarative, and expressive speech is used for the teaching and learning process that has educational value from each teacher's imperative. The educative imperative of teacher speech provides education to be mutually responsible for their obligations, motivate, remind, value time, measure self-ability, help the incapable, and encourage.

Keywords educative imperative, teacher speech, sociopragmatics

Abstrak: Pada saat proses pembelajaran di kelas, secara tidak langsung guru telah memberikan perintah kepada siswanya yang bersifat edukasi dan pragmatik imperatif dalam tuturannya. Tujuan penelitian ini adalah mendeskripsikan bentuk imperatif edukatif dalam tuturan guru SMAN 1 Kwanyar Bangkalan. Pendekatan penelitian ini adalah pendekatan sosiopragmatik. Metode penelitian ini adalah metode penelitian kualitatif. Data penelitian ini menggunakan data kualitatif dalam bentuk transkripsi data dari hasil dokumentasi yang mengandung bentuk imperatif edukatif berupa kata dan kalimat dalam sebuah tuturan guru SMAN 1 Kwanyar Bangkalan. Data kualitatif ini dimaksudkan untuk mendeskripsikan bentuk imperatif edukatif dalam tuturan guru SMAN 1 Kwanyar Bangkalan. Sumber data penelitian ini adalah guru SMAN 1 Kwanyar Bangkalan yang berjumlah 3 orang dan melibatkan siswa sebanyak 33 orang. Data diambil rentang bulan Januari-Maret 2023. Teknik pengumpulan data penelitian ini menggunakan teknik dokumentasi, wawancara, catatan lapangan. Analisis data dilakukan dengan data versi Huberman. Penelitian ini disimpulkan bahwa bentuk imperatif edukatif dalam tuturan guru SMAN 1 Kwanyar Bangkalan bermodus asertif, direktif, dan ekspresif. Imperatif edukatif bermodus asertif ini karena pernyataan guru cenderung berfungsi menyatakan, memberitahukan, melaporkan, dan menuntut. Berikutnya, temuan imperatif edukatif bermodus direktif karena pernyataan guru cenderung berfungsi memerintah, menyuruh, mengajak, dan menyarankan. Imperatif edukatif bermodus ekspresif karena

pernyataan guru cenderung berfungsi mengejek, mengucapkan selamat, memuji, dan mengucapkan terima kasih. Imperatif edukatif bermodus direktif pernyataan guru tidak berfungsi menginstruksikan, memohon, mengharuskan, memaksa, meminjam, dan menyilakan. Dengan demikian, tuturan asertif, deklaratif, dan ekspresif digunakan untuk proses belajar mengajar yang bernilai edukasi dari setiap imperatif guru. Imperatif edukatif tuturan guru memberikan edukasi untuk saling bertanggung jawab terhadap kewajibannya, memotivasi, mengingatkan, menghargai waktu, mengukur kemampuan diri, menolong yang tidak mampu, dan menyemangati.

Kata Kunci imperatif edukatif, tuturan guru, sosiopragmatik

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INTRODUCTION

Teachers are one of the figures who play a very important role in the development and formation of qualified human resources in the field of development through the teaching and learning process. Teachers are responsible for the success of the nation's ideals, namely to educate the nation's sons and daughters and bring them in a better direction, be it a maturity or a certain level of maturity. To achieve a better learning function, teachers must be responsible for carrying out their mandate seriously. Better learning functions can be realized through student learning outcomes under the guidance of teachers. The teaching and learning process can run well if the interrelationship between teachers and students in achieving learning functions is in harmony. Teachers have a very large role in delivering students to the level expected by the nation. One of the contributions of teachers to the success of the nation's ideals is that teachers can communicate well and effectively with their students. The hope is that the things conveyed by teachers to their students can be well understood so that all are achieved. Good and effective communication will produce good things as well, as teachers do in communicating.

Communicating within imperative entities has an important communicative function. Imperative entities are interesting to study, scrutinize, identify, analyze, research, and examine. Imperative entities have a very important communicative function in community communication as a medium in conveying messages. Imperative entities are often used in every line of communication (Sukarno et al., 2021; Sulhan, 2019; Susmita, 2019; Verawati & Mulyadi, 2019). Therefore, imperative entities become important to apply in every communication condition.

In a social context, it is impossible for a person not to use these entities for good communication. Imperative entities can certainly always be present in every communication between humans, including communication between teachers and students who always apply this imperative entity. Intense communication between teachers and students will lead to good interaction. This interaction is intended to function to change one's behavior and actions (Akbar, 2018; Artati et al., 2020; Widayanti & Kustinah, 2019).

Effective communication in classroom learning is very important to be applied so that learning can run optimally. In addition, effective communication is also used by teachers in achieving predefined learning functions. In an effort to achieve the learning function, it is necessary to create a more conducive learning environment (conditions). This will be related to teaching activities. Teaching is defined as an effort to create an environmental system that allows the learning process to occur (Astari et al., 2023; Taguchi, 2021; Waqori, 2018).

This learning environment system is influenced by various components that each affect each other. These components include the learning function to be achieved, the material to be taught, teachers, and students who play certain social roles and relationships, the types of activities carried out, and the available teaching and learning facilities and infrastructure (Artati et al., 2020; Lestari, 2022; Taguchi, 2022). In addition to using effective communication, to achieve the learning function,

a teacher must also have the basic skills that must be possessed by the teacher. These basic skills are applied by teachers in carrying out their duties as educators.

When the learning process is carried out, indirectly when giving orders to students, the teacher has applied several forms of imperative pragmatics in his speech (Allott & Wilson, 2021; Supriyadi & Narang-Huth, 2022). The reality in the field, when conducting learning teachers always give orders to students to increase student interest and activeness in following learning. The teacher instructs his students who still have a less active attitude in following the learning (Fitriana et al., 2020; Izhar & Seftika, 2020; Sulhan, 2019). In this case, the teacher wants the student to be willing to do what the teacher wants through the orders delivered. Statements containing imperative forms applied by teachers to students must also be of educational value.

Education is an action that can teach everyone something new that can be useful and add to their insights. Everything that is educational, provides learning, provides benefits, usefulness, many good things can be taken, and this mandate is called educative (Husnah et al., 2022). Education is the right approach for teachers in the teaching and learning process where every action, attitude, and action done by teachers must be of educational value with a function to educate their students to appreciate the norms that apply to be implemented in real life. Thus, the educative imperative is a speech that serves to give orders, requests, reinforce will, and declare prohibitions that are educational, provide learning, provide benefits, usefulness, many good things that can be taken, and mandates.

Speech acts are speech delivered by speakers to speech partners in the form of sentences to convey their intentions and functions. In practice, there are at least three types of speech acts, namely locutionary, illocutionary, and perlocutionary acts. Locutionary acts are speech acts conveyed by speakers to speech partners in the form of words, phrases, and sentences in which they contain the meaning of those words, phrases, and sentences (Dwijayanti & Mujianto, 2021; Astuti et al., 2022). In locutionary speech is informative delivered by the speaker to the speech partner. An illocutionary act is an act to do something according to what is spoken. This action is the effect of the speaker's speech function and function to the speech partner (Devy & Utomo, 2021; Husnah et al., 2022; Rahardi, 2019; Rahmawati & Saf'i, 2023).

Assertive speech acts are the truthful utterances of propositions expressed by speakers that contain the intention of stating, complaining, boasting, and claiming. Directive speech acts are speech that function to influence speech partners to perform actions to command, order, advise, plead, and recommend. Expressive speech acts are speech that serves to express attitudes in the form of acts of congratulating, thanking, praising, blaming, apologizing, and condolences. Commissive speech acts are speech that serves to express the act of swearing, offering something, and making promises. The act of declaration speech is speech that serves to express the act of surrender, naming, excommunicating, appointing, dismissing, and punishing (Sugiharto & Aditama, 2022; Rahmayanti & Fajar, 2020).

Logically, this research study is built on the basis of the previous theory, namely sociopragmatic studies. Sociopragmatics is an approach whose study emphasizes the use of language in a cultural society in certain situations. The focal point of sociolinguistics is where speakers exploit more general norms to generate certain influences, take certain social positions, and so on (Culpeper, 2021). This sociopragmatic study emphasizes the social characteristics of speakers in teacher speech with a novelty focus on educational imperatives. Thus, this research review can be accounted for. The contribution of this research will provide an overview of how the imperative form of teachers in the teaching and learning process that has educational value. Ternyata, the teacher's imperative has a lot of educational value, even though it is delivered with many modes of speech. The purpose of this study is to describe the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan.

METHOD

This research approach is a sociopragmatic approach. According to (Yusanto, 2020), The research approach is a way of thinking adopted by researchers about how research designs are made and will be carried out. This research method is a qualitative research method.

This research data uses qualitative data in the form of data transcriptions from documentation results containing educational imperative forms in the form of words and sentences in a speech by a teacher of SMAN 1 Kwanyar Bangkalan. Qualitative data is data in the form of a description (Fadli, 2021). This qualitative data is intended to describe the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan. The source of this research data was 3 teachers of SMAN 1 Kwanyar Bangkalan and involved 33 students. Data is taken between January-March 2023. This research data collection technique uses documentation techniques, interviews, field notes. Documentation techniques are used to provide information/otantik data about the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan for researchers. Interview techniques are intended to explore specific information according to the speech that is considered data. Field note techniques are used to make it easier for researchers to analyze during data collection quickly and accurately.

The research process starts from the documentation of teacher and student speech containing educational imperative forms at SMAN 1 Kwanyar Bangkalan. Then the results of the documentation are transcribed. The research process begins, it also begins with informant interviews through live records. Data analysis is carried out by (1) processing Huberman version data, which starts from the reduction of observational data, interviews, and display of data conducted in the form of summary and synopsis, and verification of data for the conclusion process; (2) Data analysis by determining data interpretation starting from new descriptions of data found both from documentation, interviews, and field notes followed by data descriptions to determine patterns or trends from data, ending with data interpretation to reveal the meaning of the data that has been collected.

RESULTS AND DISCUSSION

The educational imperatives used by teachers of SMAN 1 Kwanyar Bangkalan are assertive, directive, and expressive. This research is different from previous research. First, research conducted by Rahardi (2019) about the role of extralinguistic context in determining the meaning of the Javanese fatis expression 'Mboten' with a sociopragmatic approach. The locus and focus of his research are Javanese language and the role of extralinguistic context in determining the meaning of fatis expressions, while the locus and focus of this research are SMAN 1 Kwanyar Bangkalan and educational imperatives of teacher speech. The result of his research is the function of extralinguistic context in determining the meaning of the Javanese fatis expression 'Mboten' covering five functions, namely to emphasize the meaning of negation; as a background of negation; to affirm the meaning of negation; to affirm the intent of negation; To assert the function of Fatis. Second, research conducted by Rahmayanti & Fajar, (2020) about the imperative speech of advertising on social media with a sociopragmatic approach. The locus and focus of the research are social media and advertising imperatives, while the locus and focus of this research are SMAN 1 Kwanyar Bangkalan and educational imperatives of teacher speech. The results of his research are the form of speech imperative advertising on social media with a sociopragmatic approach that has been analyzed found in the form of ordinary imperatives, demand imperatives, permission granting imperatives, solicitation imperative, and errand imperative. Third, research conducted by Raymonda et al., (2016) about the speech actions of the online game player community in Solo City with a sociopragmatic approach. The locus and focus of the researcher is the community of online game players in Solo City and speech acts. The results of his research are speech act patterns used by the online game community in Solo City including directive, assertive, expressive, commissive, verdict, and declarative patterns. The most dominant word classes used by the online gaming community in the City are A class of nouns characterized by adjectives, verbs, and adverbs with a smaller percentage of usage. Fourth, research conducted by Astari et al., (2023) about the first wife's outpouring of heart in the conflict of Muslim

polygamous families in Indonesia. The locus and focus of the researcher are polygamous Muslim families in Indonesia and the outpouring of heart of the first wife. The result of his research was that declarative speech was used by the first wives as a language of defense, increasing sincerity, peace in living a polygamous life. In contrast to this study, which lies in the focus of research on the educational imperatives of teacher speech. The locus of this research is SMAN 1 Kwanyar Bangkalan. The purpose of this study is to describe the form of educational imperatives in the speech of teachers of SMAN 1 Kwanyar Bangkalan.

This study examines the imperatives of SMAN 1 Kwanyar Bangkalan teachers who have educational value for their students. This novelty lies in the focus of research, namely educational imperatives, besides that lies in the locus of research, namely the speech of teachers of SMAN 1 Kwanyar Bangkalan which contains educational imperatives. The educative imperative of teacher speech provides education to be mutually responsible for their obligations, motivate, remind, respect time, measure self-ability, help the underprivileged, and encourage. The full explanation can be seen in the following explanation.

Educational Imperative in the Speech of the Teacher of SMAN 1 Kwanyar Bangkalan in Assertive Mode

Assertive mode educative imperative according to (Artati et al., 2020; Benítez-Burraco et al., 2021; Carston, 2021) serves to state, notify, report, and demand something as it is. Assertive speech containing statements stating, notifying, reporting, and demanding in this study appears in the following data that assertive mode is of educational value.

- (1)
- | | | |
|---------|---|---|
| Teacher | : | “I like it when this floor is clean.” (states, informs, report) |
| Student | : | “Yes, ma'am, we will sweep it later in the break time.” |
| Teacher | : | “Indeed, who pickets?” |
| Student | : | “I am ma'am... I'm Mom... I'm Mom...” |
| Teacher | : | “Clean is healthy.” (demand) |
| Student | : | “Yes, ma'am.” |

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Mrs. Rahmawati revealed that the classroom conditions were dirty, so many students raised their hands because they felt picket on that day. Mrs. Rahmawati said to her students by not directly pointing to who should clean.

Data (1) show that this illocution of speakers is bound to the truth of the proposition expressed, that is, commands with the functions of stating, informing, reporting, and demanding about dirty class conditions. Thus, students as speech partners will carry out the teacher's commands in this educative assertive mode. This teacher's statement provides education so that the class should not be dirty, picket students are responsible for their obligations. In addition, with clean classroom conditions, it will bring out a beautiful and healthy classroom atmosphere. The assertive utterances of the categories state, notify, report are marked with the sentence "I like it when this floor is clean.". The assertive utterance of the demanding category is marked with the phrase "Clean is healthy.".

- (2)
- | | | |
|---------|---|---|
| Teacher | : | “Your homework must have been done correctly.” (demand) |
| Student | : | “Yes, ma'am.” |
| Teacher | : | “You have already explained.” (state, notify, report) |
| Student | : | “God willing, ma'am...” |
| Teacher | : | “Now that's just Mom's student.” |
| Student | : | “Yes, ma'am.” |

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Mrs. Rahmawati ensures that the homework given is done by her students. Mrs. Rahmawati said to her students by not checking the students' work directly.

Data (2) show that this illocutionary of speakers is bound to the truth of the proposition expressed, that is, a command with the function of stating, notifying, reporting, and demanding about the command to do homework correctly. Thus, students as speech partners will carry out the teacher's commands in this educative assertive mode. This teacher's statement provides education so that students do homework and do it correctly. The assertive speech of the demanding category is marked by the sentence "Your homework must be done correctly.". The assertive speech categories of stating, notifying, reporting are marked with the sentence "Kan has you explained.".

(3)

Teacher	:	"Try to make it all time." (demand)
Student	:	"Yes, sir."
Teacher	:	"Why are you late?"
Student	:	"Walk sir."
Teacher	:	"Tomorrow leave early. It's good if you don't miss your explanation." (state, notify, report)
Student	:	"Yes, sir."

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mr. Sul-ton taught. Mr. Sul-ton reminds his students to arrive on time, because being late will harm his students, namely missing explanations in learning.

Data (3) show that this illocutionary of speakers is bound to the truth of the proposition expressed, which is a command with the function of stating, notifying, reporting, and demanding about some students who go to school not on time, so they are late for lessons. Thus, students as speech partners will carry out the teacher's commands in this educative assertive mode. This teacher's statement provides education so that students are not late and on time to come to school. By being on time and not late, students do not lose out on missing explanations in learning. The assertive utterance of the demanding category is marked by the phrase "Try everything to come on time.". The assertive utterances of the categories state, notify, report are marked with the sentence "Tomorrow leaves early. It's good if you don't miss your explanation.".

(4)

Teacher	:	"Yesterday you saw Budi jumping the fence behind the school." (states, notify, report)
Student	:	"Yes sir, it's the first time."
Teacher	:	"Why did you skip class?"
Student	:	"Hehehe..." (while scratching your head)
Teacher	:	"You are the one who loses. Poor your parents. Don't repeat it! Others don't imitate!" (demand)
Student	:	"Yes, sir."

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mr. Sul-ton taught. Mr. Sul-ton revealed that one of the students was caught skipping class by jumping the school fence. Mr. Sul-ton told his students not to imitate him.

Data (4) show that this illocutionary of speakers is bound to the truth of the proposition expressed, that is, the command with the function of the speaker declaring, notifying, reporting, and

demanding about one of his students truant by jumping the school fence and not to repeat. Thus, students as speech partners will carry out the teacher's commands in this educative assertive mode. This teacher's statement provides education so that students do not skip class and other students do not imitate it. In addition, by truant it is detrimental behavior. The assertive speech category states, notifies, reports marked with the sentence "Yesterday you saw Budi jumping the fence behind the school.". The assertive utterance of the demanding category is marked by the sentence "You lose. Poor your parents. Don't repeat it! Others don't imitate!".

Based on the explanation above, an interesting finding from this assertive mode educative imperative is that teacher statements tend to function to state, inform, report, and demand. Teacher statements provide education to be responsible for student obligations, motivate, remind, and encourage.

Educational Imperative in the Speech of the Teacher of SMAN 1 Kwanyar Bangkalan in Directive Mode

Directive mode educative imperative according to (Aulia et al., 2021; Beltrama, 2020; Kramersch, 2021) has several purposes, namely commanding, commanding, instructing, begging, inviting, suggesting, obliging, coercing, borrowing, and interrupting. The speech of the teacher of SMAN 1 Kwanyar Bangkalan in directive mode contains statements of commanding, ordering, inviting, and demanding in this study as seen in the following data whose directive mode is of educational value.

- (5)
- | | | |
|---------|---|---|
| Teacher | : | “Put those who haven't answered first!” (command) |
| Student | : | “I am ma'am.” |
| Teacher | : | “No, you answer!” (instructed) |
| Student | : | “I am ma'am?” |
| Teacher | : | “Yes.” |
| Student | : | “Can't ma'am.” |
| Teacher | : | “Try it first!” (invite) |
| Student | : | “Yes, ma'am.” |
| Teacher | : | “If you don't try, when can you do it?” (suggest) |
| Student | : | “Yes, ma'am.” |
| Teacher | : | “Don't be afraid of being wrong!” |
| Student | : | “Yes, ma'am.” |
| Teacher | : | “Yes, ma'am... Yes, ma'am...” |

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Bu Rahmawati rules with the function of commanding, ordering, inviting, and advising her students not to be afraid to answer and try the questions given. Many students raised their hands to answer, but Mrs. Rahmawati pointed and directed to the students who had not had the opportunity to answer the question.

Data (5) show that the speaker's illocutions are tied to the truth of the proposition expressed in the form of commands with the functions of instructing, inviting, and suggesting about answering and trying the questions given. Thus, students as speech partners will carry out teacher orders in this educational directive mode. This teacher's statement provides education so that students are not afraid, don't be afraid to try to be able to. In addition, with the condition of the class, many students raised their hands, a sense of fairness by pointing to students who had not had the opportunity to answer questions from the teacher. The category directive rules are expressions that function to tell the speech partner to do something. The category directive is an expression that is intended to plead and expect the speech partner to be fulfilled. The inviting category directive is an expression expressed by the speaker to invite the speech partner to do something as expressed by the speaker. The category

advisory directive is a speaker's expression that contains an important lesson that can serve as a reason for the speech partner to do something. The prohibit category directive is an expression intended to prevent the speech partner from doing something.

The utterance of the commanding category directive is marked with the phrase "Put the unanswered first!". The speech of the category directive tells to be marked with the sentence "No, you alone answer!". The speech of the category directive invites marked with the sentence "Try it first!". The speech of the category directive suggests being marked with the phrase "If you don't try, when can it be?".

- (6)
- | | | |
|---------|---|---|
| Teacher | : | "Memorize as you told me last week!" (command) |
| Student | : | "Yes, sir." |
| Teacher | : | "Do you memorize it?" (instructed) |
| Student | : | "Don't know it by heart, sir." |
| Teacher | : | "You?" |
| Student | : | "I am sir?" |
| Teacher | : | "Let's try it first!" (invite) |
| Student | : | "Yes, sir." |
| Teacher | : | "Lah, if you don't dare. Not memorized." (demand) |
| Student | : | "Adit has memorized sir." |
| Teacher | : | "Don't mess with people!" |
| Student | : | "Yes, sir." |

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mr. Sulton taught PAI. Mr. Sulton rules with the functions of commanding, instructing, inviting, and advising his students not to be afraid to try to memorize. Some students pointed at each other's friends, but Mr. Sulton directed the students not to point at others and to be confident and courageous.

Data (6) show that the speaker's illocutions are tied to the truth of the proposition expressed in the form of commands with the function of instructing, inviting, and suggesting about not being afraid to try to memorize and being a confident and courageous figure. Thus, students as speech partners will carry out teacher orders in this educational directive mode. This teacher's statement provides education so that students are not afraid, dare to try, and are confident. In addition, with the conditions of the class, some students pointed at each other's friends to memorize in front of the class, while those who pointed did not dare.

The directive of the commanding category is marked with the phrase "Memorize as you told me last week!". The utterance of the category directive tells to be marked with the sentence "Are you the only ones who memorize?". The directive of the inviting category is marked with the sentence "Let's try it first!". The speech of the category directive suggests marked with the sentence "Lah, if not dare. Not memorized.".

- (7)
- | | | |
|---------|---|---|
| Teacher | : | "Which fee is Dinda?" (command) |
| Student | : | "Yes, ma'am, I collect it." |
| Teacher | : | "How long is it?" (instructed) |
| Student | : | "Compulsory ma'am?" |
| Teacher | : | "No." |
| Student | : | "Some don't have a Mom yet." |
| Teacher | : | "Ask the others!" (invite) |
| Student | : | "Yes, ma'am." |
| Teacher | : | "A little bit is okay. The important thing is to be sincere." (suggest) |
| Student | : | "Yes, ma'am." |

Teacher : "Don't force it!"
Student : "Yes, ma'am."

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Maryati taught science. Mrs. Maryati as a class teacher and homeroom teacher rules with the function of commanding, ordering, inviting, and advising her students to be diligent in infak, not to force themselves, and sincerely infuse their money.

Data (7) shows that the illocutions of speakers are bound to the truth of the proposition expressed in the form of commands with the function of commanding, instructing, inviting, and suggesting about being diligent in infak, not forcing themselves, and sincerely infusing their money. Thus, students as speech partners will carry out teacher orders in this educational directive mode. This teacher's statement provides education so that students are diligent in infak, do not force themselves, and are sincere in infusing their money. In addition, with the condition of the class, some students who do not have more money are not forced to infak.

The directive of the category of rule is marked with the sentence "Which dues is Dinda?". The utterance of the category directive tells to be marked with the sentence "How long is it?". The directive of the inviting category is marked with the phrase "Ask another!". The category directive suggests speech marked with the sentence "A little is okay. The important thing is sincere."

(8)
Teacher : "The summary has all been made?" (command)
Student : "There is something not yet, ma'am."
Teacher : "Get it done! Mom give me 15 minutes." (instructed)
Student : "Collected ma'am?"
Teacher : "Yes."
Student : "If it's not finished, ma'am?"
Teacher : "Complete as instructed last week!" (invite)
Student : "Yes, ma'am."
Teacher : "Try to take advantage of the time given." (suggest)
Student : "Less time, ma'am."
Teacher : "Loh, don't keep excuses!"

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Bu Rahmawati rules with the function of commanding with the function of commanding, ordering, inviting, and advising her students to be responsible, not negligent, respect time, and not many reasons.

Data (8) show that the illocutions of speakers are tied to the truth of the proposition expressed in the form of commands with the functions of commanding, instructing, inviting, and suggesting about always being responsible, not negligent, respecting time, and not many reasons. Thus, students as speech partners will carry out teacher orders in this educational directive mode. This teacher's statement provides education for students to always be responsible and don't neglect the trust given, respect time, and not many reasons when it comes to accountability for their work.

The directive of the governing category is marked with the sentence "The summary has all been made?". The utterance of the category directive tells is marked with the sentence "Get it done! Mom give me 15 minutes.". The directive of the inviting category is marked with the sentence "Complete according to last week's instructions!". The speech of the category directive suggests marked with the phrase "Try to make the most of the time given."

Based on the explanation above, the educative impertive findings are directive mode that teacher statements tend to function as commanding, instructing, inviting, and suggesting. Teacher

statements provide education to be responsible for student obligations, motivate, remind, value time, measure self-ability, and encourage.

Educational Imperative in the Speech of the Teacher of SMAN 1 Kwanyar Bangkalan in Expressive Mode

Educational imperatives in expressive mode contain expressions of feelings and attitudes such as mocking, congratulating, complaining, praising, and thanking (Indriani et al., 2022; Kimura, 2021; Prasetya, 2018; Prasasti, 2019). Expressive speech containing statements of mockery, congratulating, complaining, praising, and thanking in this study appears in the following data which is an expressive mode that has educational value.

- (9)
- Teacher : “Your clothes are so good.” (mocking)
Student : (Silent)
Teacher : “Where to buy?”
Student : “Yes, ma'am, I will sew tomorrow.”
Teacher : “Thank God, congratulations! You still have the will to sewing.”
(congratulate)
Student : “No, ma'am. Not me. It was my mother who sewed.”
Teacher : “Ah you this, just a little bit, your mother sewed!”
Student : “I'm still in elementary school, ma'am.” (complain)
Teacher : “Elementary school children are not allowed to sew?”
Student : “Yes, ma'am.”
Teacher : “Well, that's it! That's just Mom's model student.” (praise)
Student : “Thank you ma'am.”
Teacher : “You're welcome...” (say thank you)

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Mrs. Rahmawati ruled with the function of mocking, congratulating, complaining, praising, and thanking her students who were tearing at that time. Mrs. Rahmawati ordered and directed to sew it.

Data (9) shows that the speaker's illocutions are tied to the truth of the proposition expressed in the form of commands with the functions of mocking, congratulating, complaining, praising, and thanking their students who were tearing at that time. Thus, students as speech partners will carry out the teacher's commands in this educative expressive mode. This teacher's statement provides education so that students sew their clothes independently, elementary school children can also, should not be pessimistic, and must be confident. The expressive speech of the mocking category is marked by the phrase "Your clothes are very good.". The expressive speech of the congratulatory category is marked by the sentence "Alhamdulillah, congratulations! You still have the will to sew.". The expressive speech of the complaining category is marked with the sentence "I am still in elementary school, ma'am.". The expressive speech of the praise category is marked by the sentence "Well, that's it! That's just your model student.". The expressive speech of the category of saying thank you is marked with the sentence "Thank you, ma'am." "You're welcome...".

- (10)
- Teacher : “That's your job?” (mocking)
Student : “Yes, sir.”
Teacher : “Learn more!”
Student : “Is something wrong, sir?”
Teacher : “Siip, it turns out that some of it is good. Thank God, congratulations yes!” (congratulate)
Student : “Oh, sir.”

- Teacher : “Yes, but this is the writing!” (complain)
 Student : “Yes, sir, the next one is even better.”
 Teacher : “Yes it should.”
 Student : “The other sir.”
 Teacher : “Safe and good. As per substantiation. Keep it up!” (praise)
 Student : “Okay sir.”
 Teacher : “Thank you for motivating your friends to collect.” (say thank you)

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mr. Sulton taught. Mr. Sulton commanded with the functions of mocking, congratulating, complaining, praising, and thanking his students who at that time collected assignments and wrote less neatly. Mr. Sulton ordered and directed to collect on time and tidy up all the writings of his students.

Data (10) shows that the speaker's illocutions are tied to the truth of propositions expressed in the form of commands with the functions of mocking, congratulating, complaining, praising, and thanking students who at that time students collected assignments and wrote less neatly. Thus, students as speech partners will carry out the teacher's commands in this educative expressive mode. This teacher's statement provides education so that students do assignments and collect them and write them neatly. The expressive utterance of the mocking category is marked by the phrase "That's your job?". The expressive speech of the congratulatory category is marked by the sentence "Siip, it turns out that some of it is good. Thank God, congratulations!". The expressive speech of the complaining category is marked with the sentence "Yes, but this writing!". The expressive utterance of the praise category is marked with the sentence "Safe and good. As per substantiation. Keep it up!". The expressive speech of the category of saying thank you is marked by the sentence "Thank you for motivating your friends to collect."

- (11)
 Teacher : “Your nails can make a stretch.” (mocking)
 Student : “Sorry, ma'am, forgot to cuttle.”
 Teacher : “Yes it must be cut.”
 Student : “Yes, ma'am, tomorrow.”
 Teacher : “Joss, that's just your student. Thumbs up from Mom.” (congratulate)
 Student : “Thank you ma'am.”
 Teacher : “You are. Don't cut it into pieces?”
 Student : “There is no tool, ma'am. Yes, I have.”
 Teacher : “Borrow!”
 Student : “Yes, ma'am.”
 Teacher : “Your efforts are ok.” (praise)
 Student : “Thank you ma'am.”
 Teacher : “You're welcome...” (say thank you)

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Rahmawati taught. Mrs. Rahmawati ruled with the function of mocking, congratulating, praising, and thanking her students who at that time had long nails. Mrs. Rahmawati ordered and directed to cut him off.

Data (11) show that the speaker's illocutions are tied to the truth of propositions expressed in the form of commands with the functions of mocking, congratulating, praising, and thanking students whose nails are long at that time. Thus, students as speech partners will carry out the teacher's commands in this educative expressive mode. This teacher's statement provides education so that students cut their nails when they are long, maintain cleanliness, and try if they don't have tools. The expressive utterance of the mocking category is marked by the phrase "Your nails can make a mess."

The expressive speech of the congratulatory category is marked with the sentence "Joss, that's just your student. Thumbs up from Mom.". The expressive speech of the praise category is marked by the sentence "Your efforts are ok.". Expressive utterances of the category of saying thank you are marked with sentences "You're welcome..."

- (12)
- | | | |
|---------|---|---|
| Teacher | : | "How come your clothes are sexy?" (mocking) |
| Student | : | "Yes, ma'am, it's small." |
| Teacher | : | "Save money!" |
| Student | : | "Yes, ma'am, let me have a change." |
| Teacher | : | "Why hold your hands?" |
| Student | : | "I have uniform 2 not worn ma'am. Just make Rudi." |
| Teacher | : | "Now that's cool, congratulations! Your friends share." (congratulate) |
| Student | : | "Thank you." |
| Teacher | : | "Well, that's my friend. Thank you." (say thank you) |
| Student | : | "Yes, ma'am." |
| Teacher | : | "This friend of yours needs to be exemplified. It's rare for people to be willing to share like this." (praise) |

Speech context : The incident occurred in the class of SMAN 1 Kwanyar Bangkalan where Mrs. Maryati taught. Mrs. Maryati ruled with the function of mocking, congratulating, praising, and thanking her students who at that time wore small. Mrs. Maryati ordered and directed to save so that there would be a replacement.

Data (12) show that the illocutionary of speakers is tied to the truth of propositions expressed in the form of commands with the functions of mocking, congratulating, praising, and thanking their students who at that time used smallness. Thus, students as speech partners will carry out the teacher's commands in this educative expressive mode. This teacher's statement provides education so that students save so that there is a replacement. The expressive speech of the mocking category is marked by the phrase "How come your clothes are sexy?". The expressive speech of the congratulatory category is marked with the sentence "Now that's cool, congratulations! Your friends share.". The expressive speech of the praise category is marked by the sentence "This friend of yours needs to be exemplified. Rarely do people want to share like this." The expressive speech of the category of saying thank you is marked by the sentence "Well, that's my fellow friends. Thank you.".

Based on the explanation above, the latest findings are impressive educational in expressive mode that teacher statements tend to function mocking, congratulating, praising, and thanking. Teacher statements provide education to hold each other accountable for their obligations, motivate, remind, respect time, measure self-ability, help the incapable, and encourage.

CONCLUSION

This study can be concluded that the form of educational imperative in the speech of teachers of SMAN 1 Kwanyar Bangkalan is assertive, directive, and expressive. This educational imperative mode is because teacher statements tend to function to state, inform, report, and demand. Next, the educative impertive findings are directive mode because teacher statements tend to function as commanding, instructing, inviting, and suggesting. Impressive educational expressive mode Because teachers' statements tend to function mocking, congratulating, praising, and saying thank you. In this study, the educational imperative mode is directive that the teacher's statement does not function to instruct, plead, require, coerce, borrow, and interrupt. Thus, assertive, declarative, and expressive speech can be used for the teaching and learning process that has educational value from each teacher's imperative. The educative imperative of teacher speech provides education to be mutually responsible for their obligations, motivate, remind, value time, measure self-ability, help the incapable, and encourage.

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