

Refining Academic Conversations through Discourse with the Imperative Politeness Function

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ABSTRACT

This study aims to describe the function of using politeness as an imperative in academic interaction. The deep data collection study was done through three techniques: recording, observation, and interviews. The in-depth data study analyzed in this research is in the form of recorded data from lecturers' and students' speeches. The selected data is the result of lecturers' speeches to students and students' speeches to lecturers in lectures which contain the imperative function of politeness. Note data fields in the form of recorded data fields descriptive and reflective. In addition, research data can be obtained from generation in a way creative intuition language researcher. The results of the research show that the use of imperative politeness functions by lecturers towards students includes: (1) commanding function, (2) requesting function, (3) prohibiting function, (4) inviting function, (5) suggesting function, (6) expecting function, (7) encouraging function, and (8) urging function. Use function politeness, which is imperative from student to lecturer in academic interaction, includes (1) function application and (2) function request. Politeness markers used to represent the function of imperative politeness in academic interaction include (1) linguistic politeness markers, (2) persona markers, and (3) informal diction markers. The study reveals that lecturers with power in the classroom often consider linguistic politeness in speaking, allowing students to express their speech the way the lecturer speaks. However, this can lead to a lack of harmony between lecturers and students, and may not set an example for students in speaking.

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1. INTRODUCTION

A university in South Sulawesi faces a complex linguistic situation due to bilingual lecturers and students, who use Buginese and Indonesian languages with varying variations. The social status of lecturers and students still colors the imperative function used in speaking (Gjuzi-Bushi & Kristo, 2023). This is assumed to influence the function of speaking Indonesian when learning takes place in class. In

interactions in class, students have concepts that are different from the lecturer's concept of how to speak in a formal environment. Individual students have different speaking habits. Having their concept of how to speak in class allows students to avoid formal linguistic rules. In responding to deviations committed by students, lecturers build rules in class interactions based on the results of agreements between lecturers and students.

Khan & Zeb (2021) emphasized that conversations that occur in the classroom and give rise to academic interaction are verbal communication that is interactional, not merely verbal communication activities that are transactional. Language in academic interactions strengthens sociocultural relationships, influencing class conversations. However, asymmetric relationships can lead to power differences, violating politeness norms, and potentially forcing or pressuring students. Research on imperative politeness in academic interaction based on a philosophical perspective, according to Saleh (2009), is based on three main things, namely ontological, epistemological, and axiological. Imperative politeness is a socio-cultural reality in academic interactions, used to meet scientific research requirements. It involves three main aspects: form, function, and strategies. This paper focuses on the use of the imperative politeness function in academic interaction, highlighting its importance in every speech act.

One form of speech used in academic interaction is imperative speech. Imperative speech generally uses command sentences. Formal descriptions of linguistic units in the form of imperatives have been found in many previous writings of linguists, such as Yuldashev (2021), Robertson, & Rybka (2020), and Monakhova, et al. (2023). Sandberg & Cole (2021), using the term command sentence, states that a command sentence is an utterance that contains commanding, forcing, instructing, inviting, and requesting so that the person being ordered does what is intended in the order. Ramlan (2001) with the term command sentence emphasizes that based on its function in the relationship situation, the command sentence expects a response in the form of action from the person being spoken to.

According to Astri and Pardede (2021), in discourse, command sentences are a special sort of language intended to give someone a direct order or direction. These statements usually have a clear meaning to command, ban, invite, order again, invite, request, convey wrath, or beg for assistance. Rahardi (2005) explains that imperative sentences include ordinary imperatives, requests, giving permission, invitations, and orders. Alwi et al. (2003) emphasize that Indonesian imperative sentences include (1) intransitive imperative sentences, (2) transitive imperative sentences, (3) subtle imperative sentences, (4) request imperative sentences, (5) invitation and hope imperative sentences, (6) prohibition imperative sentences, and (7) omission imperative sentences. In everyday communication, the meaning of imperatives is not only expressed with formal imperative constructions but can also be expressed with other constructions according to the context of the speech. This is in line with the view expressed by Rahardi (2005) that the meaning of a speech is not only expressed in language forms but can also be expressed in other constructions according to the context.

Research related to imperatives has been carried out by previous researchers, including Gunarwan (1994), who studied the politeness of Indonesian language directives among several ethnic groups in Jakarta. The conclusion obtained is that there is a parallel between the indirectness and politeness of the user. Lapoliwa (1990), in his writing on "Performative Adverbials in Imperative Sentences," states that imperative sentences in Indonesian can be divided into several types. (1) commands, (2) orders, (3) urges, (4) requests, (5) suggestions, (6) invitation/persuasion, (7) offer, (8) invitation, (9) hope, (10) desire, (11) desire, (12) prohibition, (13) curse, and (14) speech performative. This research still uses a structural approach, so what is revealed is only a form of imperative meaning. Likewise, the functions of imperative politeness have not been touched on at all in his writing.

Karim (2008) studied the use of imperative acts in classroom discourse. By focusing the study on the teacher's use of imperative acts and their use with students through (1) forms of commands, (2) imperative functions, and (3) strategies used by teachers in conveying imperative acts

Rahardi (2010), in his work entitled *Pragmatics: Imperative Politeness in Indonesian*, The pragmatic meaning of imperatives in Indonesian can be divided into command, order, request, insistence, persuasion, appeal, invitation, requesting permission, permitting, prohibition, hope, cursing, giving

congratulations, advice, and imperative. This research aligns with Rahardi's work but uses a sociopragmatic design. Imperative politeness is interesting as it has a high communicative frequency in everyday communication.

Based on a linguistic perspective, the form of imperatives can be studied using four types of analytical approaches (Rahardi, 2006). The four types of approaches are as follows: (1) structural approaches, (2) sociolinguistic approaches, (3) pragmatic approaches, and (4) sociopragmatic approaches. Each of these approaches can produce different forms of language. Imperative studies with a structural design are commonly conducted by Indonesian grammar experts, but sociolinguistic studies are lacking. Socio-strategic linguistic design studies are needed to understand various forms and meanings of imperatives across different social classes and statuses. Pragmatic studies often focus on location and time, neglecting social and cultural dimensions. However, in certain cases, the presence of social and cultural context cannot be avoided in pragmatic analysis (Rahardi, 2006).

This study explores the use of imperative politeness in academic interaction at a university on the South Sulawesi campus, combining sociolinguistic and pragmatic approaches. The sociopragmatic theory is used to analyze the linguistic units of imperative speech acts in sociocultural contexts. The analysis focuses on the use of this function in the South Sulawesi campus, where conversations between lecturers and students are characterized by reciprocal, face-to-face communication with a social purpose. This sociopragmatic review is both feasible and important for understanding the various ways imperative politeness can be used in academic settings.

In this regard, every utterance can be viewed as a speech act, and this speech act is a unit of interaction in academic interaction as a speech event. Hymes (in Duranti, 2001) states that the use of language in conversation must be placed in the overall context of the speech event by the socio-cultural context and linguistic aspects that are part of the speech as a speech act. This means that the form of speech attached to speech has a certain function and is conveyed with a certain strategy by the speaker. Therefore, the speech acts attached to speech and their function can only be known through the context of their use in the speech event.

In this section, the findings of the study will be presented regarding the use of the imperative politeness function in academic interactions. This can be detailed in the research questions as follows:

- 1) How do lecturers use the imperative function of politeness toward students?
- 2) How do students use the imperative politeness function towards lecturers?

2. METHODS

This type of research is qualitative research, which is a research method used to examine the condition of natural objects, and researchers as key instruments. In this qualitative research, researchers used a contextual approach that led to the research interaction of language learning. The data in this research can be in the form of (1) speech data and (2) field note data. The speech data contains imperative speech, which contains aspects of politeness in lectures. The function of imperative politeness is related to speech that expresses various imperative functions such as commanding, requesting, requesting, allowing, and so on.

This study included lecturers and students from the fifth semester of the English language study program at a university in South Sulawesi during the academic year 2023/2024. Participants were selected based on their ability to communicate in English throughout the lecture process in class.

Data collection in this research was carried out through three techniques: recording, observation, and interviews. These three techniques will be explained as follows:

2.1. Recording technique

Recording techniques are used to record lecturers' speeches when interacting with students and student speeches when interacting with lecturers in lectures.

2.2. Observation

Observations were carried out to obtain data that was not recorded from a recording device in the form of a voice recorder (Sony), namely data related to the context of the speech event. The

observations carried out were non-participatory. This means that the researcher only observes and records the necessary events on the observation sheet that has been prepared.

2.3. Interview

Interviews in this research were conducted to (a) obtain data related to research subjects and speech components that were not captured through recording and observation; (b) cross-check the recorded data and observations that are in doubt; (c) obtain the subject's description and perception of the research data they have described; and (d) obtain broader information related to the imperative politeness phenomenon of lecturers and students at UMS Rappang.

Data regarding the function of imperative politeness related to the sociocultural context in the interaction of lecturers with students and students with lecturers in lectures. Data were analyzed using interactive-directive model qualitative data analysis procedures (Miles and Huberman, 2009), with adaptations according to research needs and conditions. This condition has two implications: (a) data reduction becomes very important, and (b) data analysis activities become very interactive.

3. FINDINGS AND DISCUSSION

The results of research regarding the use of the imperative politeness function in lectures at UMS Rappang can be detailed as follows: (1) the use of the imperative politeness function of lecturers towards students, and (2) the use of the imperative politeness function of students towards lecturers. These two things will be explained in detail in the following description:

3.1. Use Function Politeness Lecturer's Imperative towards Student

Based on findings in this study, it was described that function uses politeness is imperative for the lecturer to the student in academic interaction, which includes (1) function command, (2) function request, (3) function prohibit, (4) function invite, (5) function suggest, (6) function expect, (7) function please, and (8) function insistence. The eighth function will be displayed in a way detailed in the section following.

3.1.1 Function command (order)

In academic interaction, the function Reign or order is normally used by lecturers to students. This was done because the lecturer felt he had the power to reign, whereas the student sued to carry out the order because his social status was lower. Function Reign This can be realized by using imperative, declarative, or mode interrogative (Rouhikoski, 2015). The use of function command expressed by the lecturer to the student can be seen in the following quote [39].

[39] Lecturer: Please the pen first! (1)
 Student: Oh yes sir. (2)

(Context: spoken by the lecturer to students at the time that will write but pen his running out of ink)

Speech (1) in quote [39] above is imperative with the function rule. function order that is spoken by the lecturer to the student in a direct way, meaning that students carry out fill order. Aspect politeness imperative that can be revealed in speech is the use of bookmark politeness help by lecturers with higher social status at the beginning of their speech. Marker politeness has become softening. power illocutionary speech that is so polite for students with lower social status.

Use function Reign can also be seen in the following quote [40], which is presented in a discourse academic speech delivered by the lecturer to one of the students to please bring focus to the administrative room.

[40] Lecturer: Try bringing it to the administration room _ Formerly in focus this! (1).
 Student: Yes, ke Mr Musagani's room what do you mean sir? (2)
 Lecturer: Yes, that's right. (3)

(Context: spoken by the lecturer to one of the students at the time end of lectures For return infocus in place)

Student : (chairman level) Oh yes sir, there is I bring it. (2)
 (Context: spoken by the lecturer to students who play a role at chairman level at the start of lectures. Chairman level responds to it by quickly delivering the book to the lecturer)

The function request in quote [44] is expressed through marker linguistics and declarative speech mode, demonstrating that lecturers with higher social status behave politely to students with lower social status. That thing, under Holmes' (2001) statement, reveals that the use of the declarative mode contains orders or requests inside the conversation, which is more polite than the use of the imperative mode. Through utterance (1), the lecturer also shows solidarity with the use of data change. This thing shows that the lecturer tries to add profit as much as possible to the student so that the speech is polite for the student.

3.1.3 Function forbid

Function forbid is part of the ordinary imperative realized by the lecturer to the student. Function forbid This containing order partners said no, do something based on the will of the speaker. Function forbid This can be accomplished in academic interaction by lecturers to students using speech modes such as imperative, declarative, or interrogative. The use of politeness imperative with function forbid can be seen in the quote utterance [45] follows.

[45] Lecturer: Try paying attention first, don't do it noisy! (1) Oee... noisy once. (2)

Student : (Silence while giving signal nonverbal to her friend to be quiet)

(Context: spoken by the lecturer to the student when the atmosphere class noisy and very approaching the presentation group)

The quoted speech emphasizes the importance of order and clitics in a noisy room, using the word "don't" followed by clitics to emphasize prohibition. The lecturer's presence softens the power illocutionary, enhancing the overall politeness.

Use politeness Functional imperatives, forbidden in academic interaction, can also be realized with the use of interrogative mode. This can be seen in the following statement [46].

[46] Lecturer: Yes reduced his voice first? (1)

Student : (Silence while direct his attention to lecturer) (2)

(Context: spoken by the lecturer to students in the middle of the lecture process in a relaxed atmosphere, so other students felt disturbed)

Politeness is a functional imperative that prevents a lecturer's speech from being realized through interrogative mode. This function is implicitly stated by the lecturer to students, preventing the meaningfulness of the speech from being immediately apparent. Politeness emerges as imperatives in speech, such as obedience and indirectness, as proposed by Leech (1983) to ensure that utterances are heard politely.

3.1.4 Function invite

Function invite is one function striving for imperative. The invite partner said to do something under what your partner said. In discourse academics, politeness is imperative with function inviting, basically the same with functions others, viz., invite partner said, For do something action as desired, The use of politeness and the imperative function of invitation can be seen in the quote utterance [47] follows.

[47] Lecturer: All questions Already answered, right? (1)

Student: Yes sir. (2)

Lecturer: OK, come on We hear the conclusion presentation group two! (3)

(Context: spoken by the lecturer to students in section end presentation group two.)

The lecturer uses a function invite in utterance (3), expressing it using the imperative mode and politeness imperative. The lecturer softens his speech with good expression and uses pronouns to indicate a sense of friendship and appreciation between the lecturer and student as partners. This politeness is evident in the academic interaction.

Use politeness imperative that states function You can also invite seen in the quote [48] below.

- [48] Lecturer: OK, on this occasion, we watch the together presentation by group III. (1) To personnel group III is expected to ahead! (2) Somewhat fast a little! (3)
 Student: Yes sir. (4) (while hurrying up to the front to take a seat)

(Context: spoken by the lecturer to students at the start of lectures For welcome personnel group III as a group that will come on stage presentation For take place in front.)

In a lecturer's speech, marker politeness is used for state function invitations, making the speech feel smooth and polite. The presence of bookmark linguistics and a sense of friendship and appreciation between the lecturer and the student is also significant. This softens power illocutionary function invitations, making them feel reasonable and polite for students.

Using the politeness imperative that states function invite can also be realized through interrogative mode. This can be seen in the following quote [49].

- [49] Lecturer: Mr Agus not yet come in'? (1)
 Student: Yes sir. (2)
 Lecturer: How if We carry on again? (3)
 Student: But we bought it drink first sir! (4)

(Context: spoken by the lecturer to students during their teaching hours Already finished. However, when That eye I haven't had the second hour of lecture taught by Mr. Agus yet filled Because he Still performs the pilgrimage.)

The data suggests that lecturers must maintain politeness when students are in speech mode, as they are invited to interrogative functions. This politeness is evident through utterances, such as softening power illocutionary, using pronouns, and simplifying existing choices to avoid impressing advanced students.

3.1.5 Function recommend

Providing advice in academic interaction can encourage students to take action as recommended by the lecturer. Function recommend can give the alternative is not tie to partner said for doing an action. In giving suggestions, lecturers, as speakers, can use imperative, declarative, or mode interrogative. The use of politeness imperatives that state function recommendations can be seen in the following statement [50].

- [50] Lecturer: You have read a short story ever become 1st place in a race write short story level teenager? (1) The title is " A Piece Metal Love"(2)
 Student: Not yet sir. (with curiosity _ want to know the road story short story mentioned) (3)
 Lecturer: Should read a short story about that! (4)
 (Context: spoken by the lecturer to student moment explain type writing fiction for fourth-semester students subject writing II)

The lecturer used the imperative function of politeness to direct students to read a short story, emphasizing the importance of avoiding force or pressing. This suggests that the lecturer felt polite towards the student, aiming to maximize profits for the party student.

3.1.6 Function expect

The function politeness imperative in expect is a hopeful speech, used by lecturers to expect students to follow academic expectations, with realization largely dependent on student awareness. Use function politeness imperative that states hope can be seen in the quote utterance [51] follows.

- [51] Lecturer: I expect the role You are active in smooth running discussion this! (1)
 Student: Yes sir! (2)
 Lecturer: Success in group four is largely determined by your participation. (3)

(Context: spoken by the lecturer to student members other groups at the moment group four presents the paper)

The function of politeness imperative states hope in speech, revealing a lack of forum atmosphere and excitement. Markers of politeness include presence, bookmark politeness, expectation, and persona. Lecturers with higher social status aim to create an atmosphere of simplicity for an enjoyable lecture, ensuring students participate without force or pushing.

3.1.7 Function, please

Function politeness imperative in please is normally used by lecturers in academic interaction when welcoming students. Doing something he believes in can be carried out by students. Function politeness is imperative, like this: No impressed force or push partner said, so felt natural and polite to the ear partner said. The use of the politeness imperative in please can be seen in the quote utterance [52] follows.

- [52] Lecturer: To group One expected to ahead! (1) Anyone member group one? (2)
 Student: I am sir! (3) (while lift hand Keep going hurry up going to front take the seats that have been prepared)
 Lecturer: So, please prepare the facilities presentation that you will use! (4) Come on quickly a little! (5)

(Context: spoken by the lecturer to students especially those who join group One To prepare self-come on stage to front along with all facility presentation.)

The politeness imperative in utterance (4) is used by lecturers with higher social status to soften power illocutionary speech, aiming to reduce profit and increase loss. This is evident in the selection bookmark politeness linguistics.

3.1.8 Function insistence

Function politeness is an imperative in academic interaction, used by lecturers to instill mandatory commands in students. Function insistence is a firmer form of imperative, requiring quick action by the speech's meaning. Despite the urgency of these instructions, the lecturer's function pressure remains within reasonable limits, as demonstrated in the quote utterance.

- [53] Lecturer: However Previously, there were questions you must answer. _ (1) Approx do you think, " Is activity write That needs talent?"(2) Try answer, answer, answer first! (3)
 Student: Necessary Sir. (4)

(Context: spoken by the lecturer to students at the time starts explanation about the importance of activity writing with intonation flat. At that time lecturer needs response beginning from a student about the necessity talent in write)

The quoted statement uses function politeness imperative to explain the importance of an activity to students. The lecturer uses bookmark politeness to express pressure and insistence, making it reasonable and polite. The lecturer uses a flat intonation and softens the power illocutionary with the word first. That thing, in line with Leech's (1993) opinion, confirms that the longer A speech, the more polite it is.

3.2. Use Function Politeness Imperative Student towards Lecturers

The study explores the use of the function politeness imperative from student to lecturer in two categories: direct speech direct and speech no direct. Direct speech uses the imperative mode, while speech no direct uses declarative and interrogative modes. The study describes the use of the function politeness imperative in academic interaction, including function application and function request.

3.2.1 Function application

Function politeness imperative in application is one function imperative that is used by the speaker with meaning pleading to partner to do something by the application speaker. The application is order fine. Because of the show, there is no coercion or pressure from the speaker to partner (Mitchell &

Politeness is imperative that states function requests expressed by students to the lecturer in academic interaction; it can also be in the form of speech in declarative mode. That thing can be seen in the following quote [58].

- [58] Student: Not yet I'm sir. (1)
Lecturer: Oh yes, please! (2)

(Context: spoken by students to the lecturer when they want to copy the Big Indonesian Dictionary (KBBI) 5th edition file stored on the lecturer's laptop.)

Based on quote [58], the student submits an imperative to the lecturer, requesting to copy a 5th edition KBBI file. The respondent confirms the request through speech (2). Politeness is characterized by implicitness, using clitics to soften the speech (Novalina, et al. (2019). The student greets Sir, aiming to honor the lecturer and feel reasonable and polite. This example illustrates the importance of politeness in communication.

Politeness is an imperative that states requests expressed by students to the lecturer in academic interaction; it can also be in the form of speech in interrogative mode. This can be seen in the following quote [59].

- [59] Student: How come I am sir, because your presence is not full? (1)
Lecturer: If it's a percentage of his presence No fulfill conditions, ready to accept risk!
(2)

(Context: spoken by a professional student as a power teacher at one school and wants to request wisdom from lecturer powerful eye studying Syntax)

Students use the politeness imperative in academic interactions, conveying it through speech and appearance clitics. Lecturers respond and impose rules, demonstrating the importance of maintaining respectful relationships.

4. CONCLUSION

The results of the research data analysis show that the use of the lecturer's imperative politeness function towards students includes: (1) commanding function, (2) requesting function, (3) prohibiting function, (4) inviting function, (5) suggesting function, (6) expecting function, (7) encouraging function, and (8) urging function. The study explores the use of functions politeness imperative in speech, focusing on direct realization with the imperative mode and indirect realization with declarative and interrogative modes. It reveals that lecturers with power in the classroom still consider aspects of linguistic politeness in speaking to ensure students express their speech the way the lecturer speaks. This suggests that lecturers position themselves as role models for students, but this contradicts Brown and Levinson's theory regarding facial assertiveness. The study recommends using the results as a reference for lecturers in classroom management, a reflection on the function of polite speech, especially imperative speech, and a reference for academic discourse on politeness imperative.

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