

Imperative Speech Acts Among Junior High School Students: A Study at SMP Negeri 1 Parigi

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ARTICLE INFO

Keywords:

Imperative; Junior High School; Speech Acts

Article history:

Received 2026-04-10

Revised 2026-05-19

Accepted 2026-06-29

ABSTRACT

This study discusses the form and function of imperative speech actions between students of SMP Negeri 1 Parigi. The purpose of this study is to describe the form and function of imperative speech actions between students of SMP Negeri 1 Parigi. The method carried out in this study is qualitative research. The data collection carried out is by observation, recording, watching and recording. The subject of this study is speech between students of SMP Negeri 1 Parigi. The data analysis techniques carried out in this study include three stages, namely data reduction, data presentation, and conclusion drawn. The results of the study showed that the form of imperative speech between SMP Negeri 1 Parigi students consisted of the form of command, the form of request, the form of giving permission, the form of invitation, and the form of command. The function of imperative speech actions found in the use of regional languages and Indonesian is unified in speech between students to build social structure and cooperation in the school environment. The form of imperative speech between students is as follows: Command has three data, Request has four data, Permission grant has three data, Invitation has four data, Command has two data. Meanwhile, the functions obtained are as follows: Command Imperative Function as many as three data, Request Imperative Function as many as four data, Imperative Permission Function as many as three data, Invitation Imperative Function as many as four data, and Imperative Command Function as many as two data.

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1. INTRODUCTION

In daily life, language is used by people to interact in the environment of family members and social environments. In the family environment, the speech actions used function not only to convey information, but also to be able to build, maintain, and reflect harmony in the family. Meanwhile, speech acts used in interacting in the social environment generally use language as a means of communication, both verbally and in writing.

The language used in intersocial communication is speech. Man uses speech to explain everything he wants to say to his opponent. This applies the opposite to the speaker, namely by providing feedback to the speaker. The use of speech in interacting both in the family and school environment. Language has an important role in the learning process because it is the main means of building interaction between tutors and students according to Yunidar, Syamsuddin (Farah et al. 2022) These different characteristics make many different types of speech created. There are various types of speech that have a direct meaning when spoken and tone that need to be explored first when knowing their meaning. Speakers and opponents can use context to make it easier to understand the meaning of speech.

The interaction that takes place in the act of speech involves two main elements, namely the speaker and the speech partner. A speaker is someone who performs verbal speech acts, while a speech partner is someone who involves the speaker and the speech partner produces an aspect called speech. According to Austin in 1962, speech can be analyzed into three, namely locution (actual speech), illocution (the intention of the speaker), and perlocution (impact on the listener). The act of locution speech is the act of speech that states something in the sense of "saying" or the act of speaking in the form of meaningful and understandable sentences. The act of illusory speech is the utterance of a statement, offer, and promise of question. Perlocutory speech is speech acts related to the speech of others in relation to the nonlinguistic attitudes and behaviors of others. Which can provide a deeper understanding of how language is used in a variety of contexts. The act of speech locution is the most basic level of communication which refers to the act of saying something with a literal meaning that is in accordance with grammatical rules. In practice, locution can be realized through three forms, namely the first declarative is used to state information or facts to the listener, the second interrogative functions to ask something or seek information, and the third imperative is used to give orders or requests. This research focuses on imperative speech actions that contain the intention of commanding, requesting, or directing speech partners to do something according to the speaker's wishes.

According to Rahardi (Tuturan et al., 2024) Explaining in Indonesian can be formally divided into five types, namely (a) ordinary imperatives, which are characterized by firm intonation, the use of basic verbs and particles, (b) demand imperatives, which are commands that are delivered very subtly, showing a lower attitude of the speaker than when using ordinary imperatives. (c) the imperative of giving permission which means giving permission, usually marked by a marker of politeness such as please, let be, or other expressions of silage, (d) imperative of invitation that uses markers such as Come on, try, let it, hope, let's, or shall to invite, and (e) an imperative of command marked by a marker of politeness such as Come, hope, should, let it, try, please, please, or please. We can conclude that imperative speech is a type of speech that is used to convey orders, requests, or prohibitions to speech partners with the aim of getting the intended party to do something. In the context of interaction between students, imperative speech is very important because it often appears in various daily communication situations, such as in learning activities, inviting friends to participate, or reprimanding their behavior.

The reason for researching imperative speech is because imperative speech as an object of research is superior because it has a much wider level of diversity of functional variation forms than declarative and interrogative. At the pragmatic level, commands are not always present in the form of straightforward command sentences, but are often disguised in the form of statements or questions or called indirect imperatives. This provides space for researchers to explore the phenomenon of ambiguity of meaning and how the context of the situation can transform a simple piece of information into a binding instruction. The embodiment of this imperative speech can be seen in conversations between students at SMP Negeri 1 Parigi. In the junior high school (SMP) environment, interaction between students can occur intensively both in academic contexts (group work, class discussions) and non-formal (breaks, games, daily conversations). Here are examples of formal and informal conversations:

Example 1

Student 1: can you please take the book?

Student 2: oh yo

Context: the above speech falls into the type of formal speech because this speech occurs in the learning process in the classroom which is spoken by student 1 asking student 2 if he can ask for help to take a book that has the intention of an imperative sentence of request marked with the word please. The speech was delivered by the students to invite friends to pick up books.

Example 2:

Student 1: We are looking for our canteen!

Student 2: Come on, let's go, let's go to our canteen

Context: This speech is a type of informal speech because it occurs outside the classroom which contains an imperative sentence of invitation which is characterized by direct speech *manjo* or *ayo*. The speech was conveyed by student 1 to invite student 2 to be angry because he was hungry.

Based on this example, SMP Negeri 1 Parigi is one of the junior high schools that is quite famous in Parigi Moutong Regency because it has a heterogeneous communication environment that comes from various ethnic, religious, and social status backgrounds and the environment and dynamics. This school continues to adapt to the advancement of digital technology in the teaching and learning process. This school implements an independent curriculum that combines activities with Pancasila Profile Strengthening Project (P5) activities to form independent and creative student character as well as a strong literacy culture and interactive teaching methods that encourage students to actively discuss. This is a strong reason for the author to research the act of imperative speech between students in the environment. This research is expected to be able to describe the variations in the forms and functions of the imperatives used by students, as well as show how language politeness is manifested in their interactions.

In addition, previous research has highlighted more teachers' imperative speech actions towards students in the context of learning. Meanwhile, studies on mandatory speech actions between students are still lacking, especially at SMP Negeri 1 Parigi. Thus, the selection of the title of the imperative speech action between students of SMP Negeri 1 Parigi is seen from the existence of real phenomena in the field, the relationship with character formation, the scarcity of previous research, and the relevance to the development of pragmatic studies and Indonesian language learning.

2. METHODS

The type of research used in this study is qualitative research. Qualitative research is the process of collecting data that is the result of processing or analysis in the form of descriptive sentence descriptions in the form of written or spoken words on human behavior in detail related to the problem to be researched by studying as much as possible other people individually, in groups or studies. According to Danim (Dalillaha et al., 2023) Qualitative research recognizes that this fact is dynamic and can only be obtained through people's affirmation when interacting with their social situations. This research refers to the function and form of imperative speech actions between students within SMPN 1 PARIGI. It can be concluded that the qualitative method is a research that aims to understand speech in social contact naturally by prioritizing the process of deep communication interaction between the researcher and the speech being studied. Sudaryanto explained that the term descriptive means that the research carried out is solely based on existing facts or phenomena, so that the result is a variant of language that has the nature of exposure as it is (Sudaryanto, 1992:62). Thus, the results of the analysis will be descriptive the phenomenon of speeches that contain imperative speech actions.

Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. According to Miles and Huberman (Sudaryanto, 1993:133; Mahsun 2005) data collection in this study was carried out through 4 techniques are observation, listen and record, and record. The data analysis technique in this study will begin at the time the research activity takes place until the stage of collecting data that is carried out carefully in order to obtain good results. The data is analyzed depending on the nature of the research problem. In a study, it cannot be separated from data

analysis. The data analysis used in the research on imperative speech actions between students of SMP Negeri 1 Parigi is interactive model data presented by Miles and Huberman (Yunidar et al., 2023).

3. FINDINGS AND DISCUSSION

In this section, we will discuss the form and function of imperative speech actions between students of SMP Negeri 1 Parigi. From the results of the study, five forms of imperative speech were found between students while in the school environment. The form of imperative speech between students is as follows: Command has 3 data, Request has 4 data, Permission has 3 data, Invitation has 4 data, Command has 2 data. Meanwhile, the functions obtained are as follows: Command Imperative Function as many as 3 data, Imperative Request Function as many as 4 data, Imperative Function for Granting Permission as many as 3 data, Imperative Function Invitation as many as 4 data, and Imperative Function Command as many as 2 data.

After conducting research on imperative speech between students in SMP Negeri 1 Parigi, the use of imperative speech is quite dominant in the form of speech between students from using Indonesian to regional languages. The findings in the study are in accordance with the formulation of the problem raised, namely, the form and function of imperative speech actions between students in the SMP Negeri 1 Parigi. Based on the results of the research obtained during the research in the field, five forms of imperatives were found used between students, namely orders, requests, granting permissions, invitations, and commands. The research takes data from learning and non-learning activities.

Imperative Speech Form Between Students of SMP Negeri 1 Parigi

From the results of this study, five forms of imperative speech between students were found as follows:

Speech Containing the Imperative of Command

Based on the results of the research, it was found that imperative speech between students contained ordinary imperatives. Imperative speech is characterized by a descending or flat intonation in writing often ending with an exclamation point!

Date 1:

Pn : Pulang jo (this sentence would be better to use the sentence pulang lah and not use the word pulang jo because it is better to hear, let alone used in the school environment).

Mt : Here I am a bonceng (the speaking partner does not need to say "here I am bridging you" the removal of the object "you" here is very appropriate because the object is clear so that this sentence does not feel rigid).

Context: This speech is spoken by a speaker who invites the speaker to come home from school. The use of local dialects strengthens emotional bonds and shows the absence of social distance between the two students. This conversation enters the class of command words marked with the word return jo, this enters into a non-formal conversation.

The speech spoken in data (1) is the imperative speech of the order which is marked by the sentence "go home jo" which should be "go home" in the speech spoken by the speaker. Meanwhile, the speech that is replied by the speaking partner to the speaker by using the sentence "here I am a passenger" but the appropriate word is "here I deliver" because the speaker always says the word he wants to go home but it is not time to go home. The speech occurred when the speaker and speaking partner were sitting relaxed in the school gazebo who was waiting for the subject teacher who did not enter the classroom.

Dates 2

Pn: We are silent! (This sentence would be better to use the sentence "you are silent" so that it sounds clearer and is not based only on the regional language).

Mt: We are going to be silent for a while. (This sentence would be good to use the sentence "you can be silent first" for a while so that it is clearer because it removes the sentence "we and ba" which are markers in conversations using regional dialects).

Context: This speech is spoken by the speaker and speech partner to invite other students to be silent. The use of "we" functions as a vocative or urgent attention grabber is often pronounced in a high tone. The word "silence" is a class of verbs that function as an absolute command to stop speech or commotion. This is an informal conversation.

The speech spoken in data (2) is the imperative speech of the command marked by the sentence "We are silent" which should be "Do not be noisy" in the speech spoken by the student speaker. While the speech partner said the speech with the sound "We ba disil, first kasian" but the right sentence was "you can be silent for a while". The speech is spoken by the speaker and speech partner while doing the assignment given by the previous lesson teacher. The student said with a firm intonation and bulging eyes, so that the impression of anger towards other students in the class could be seen.

Dates 3

Pn : We don't bring the book (this sentence is better to use "you bring the book" so that it is clearer to hear and understand).

Mt : Oh iyo and (this sentence is better used by partners to say "well" is easy to understand).

Context: The speaker instructs the speaking partner to take home the Indonesian package book because they want to do the task together. The class of words used is a verb word marked with "carry". This is an informal conversation.

The speech spoken in data (3) is an imperative speech of the command marked by the sentence "We are under the book ee " which should be "you are under the book" in the speech spoken by the speaker. Meanwhile, the speech that was replied to by the speech partner reads "Oh iyo and" but the correct sentence is "Okay". The speech was delivered by the teaching students to the speech partner when they were in class during the Indonesian learning hours but when the speaker listened to the school bell sounded which indicated that the learning hours were over and it was time for the students to go home. The speaker ordered the speaking partner to bring home the Indonesian language book because he wanted to do the task together. The speaker said the speech in a high and firm tone.

Speech Containing Imperative Requests

The form of request shows that in uttering a speech, the speaker asks the speech partner to do an action. The speaker expresses the desire and intention for the speaking partner to perform an action on the speaker's wishes. The characteristics of the form of request are marked by the words try, ask for help, and can. The following is the form of request from the data from the research results below:

Dates 4

Pt: Please be ambe for my book with my mother (this sentence is more appropriate to use the sentence "Please take my book with mother" so that it is clearer to hear and eliminate the regional dialect).

Mt: Iyo sabantar I ambe will (this sentence is better pronounced with the sentence "Yes I'll take it for a while" so it's easier to understand).

Context: the speaker's speech asks the speaker to help the speech partner to take the book from the mother. The class of words used in this conversation uses verbs marked with the word "ambe akan buku ku". These conversations are included in informal conversations.

The speech spoken in data (4) is the imperative speech of the request marked with the sentence "Please take my book with your mother" which should be "Please take my book with your mother" in the speech spoken by the speaker. While the speech replied by the speech partner reads "Iyo sabantar I ambe will" but the right sentence is "Yes I will take it for a while". The speech is delivered by the speaker to the speech partner when in the class during break time because the speech partner is the class leader.

Dates 5

Pt : Please teach me Banjar

Mt : I want to use the banjar language (this dialok is better pronounced with the sentence "I don't want to use the banjar language" so that it can be easily understood).

Context: the conversation of the speaker asking for help from the speaking partner to be taught the Banjar language. The class of words found in the conversation is included in the adverbial where

the marker of politeness of the application is marked with the word "please". This goes into a formal conversation.

The speech spoken in data (5) is the imperative speech of the request marked by the sentence "Please teach me the banjar language" spoken by the speaker. While the speech replied to by the speech partner reads "tea I want to use banjar" but the right sentence is "I don't want to use banjar". The speech was delivered when in the classroom during break hours, the speaker told the speech partner because he wanted to know and learn the Banjar language and happened to be the original speech partner of the Banjar people.

Dates 6

Pt : Atika can ask for help get a pen (this sentence is better using the sentence "Atika can I ask for help get a pen")

Mt : Oh iye wait and (this sentence is better to use the sentence "Oh yes wait a minute" because it is easier to understand clearly and use the correct Indonesian language).

Context: the speaker asks the speaker to help him pick up the pen that fell under the table. The class of words found in the speech above is a verb marked with the sentence "take" This is called a formal conversation.

The speech spoken in data (6) is the imperative speech of the request marked with the sentence "Atika can ask please take a pen" which should be "Atika can I ask please take a pen). While the speech replied to by the speech partner reads "Oh iye wait and" but the right sentence is "Oh yes wait a minute". This speech occurs when in the classroom during empty hours. The speaker asked for help from the speech partner as a bench mate to take the pen that fell under the table and was precisely at the feet of the speech partner.

Dates 7

Pt : Nada you have money to borrow five thousand first.

Mt : This is ee (this sentence is better to use "This" because it is easier to listen to).

Context: the speaker borrows money from the speech partner to buy food in the canteen. In this sentence, a class of verbs marked with "exist" is used. This conversation is an informal conversation.

The speech spoken in data (7) is the imperative speech of the request marked by the sentence "Nada ada uang mu lima thousand borrow first" spoken by the speaker. While the speech replied to by the speech partner reads "This is ee" but the correct sentence is "This". The speech occurred while sitting relaxed in the gazebo, where the speaker borrowed money from the speech partner to buy food in the canteen because he had run out of money. *Speech Containing the Imperative of Granting Permission*

The results of the study were found in the student's speech which contains the Permission Imperative which is used to state that the speaker allows or allows the opponent to do something.

Dates 8

Pt : Asifa I have permission to go to the toilet (this sentence is better replaced with the sentence "Asifa I have permission to go to the bathroom" because it is easier to understand throughout the world and is not based on the regional language only).

Mt : Yes, it's okay, but don't take long because it's been a long time since the teacher enters the teacher (the sentence is better to use the sentence "Yes, it's okay, but don't take long because the teacher is almost in" because it's easy to understand and tends to be in the whole Indonesian language).

Context: the speaker asks permission from the speaker as the class leader and wants to go to the bathroom. This sentence tends to use the verb class marked with "permission and enter" and also tends to use the adverb word class which is marked with "yes, can and so. It falls into the category of informal conversations.

The speech spoken in data (8) is the imperative speech of giving permission which is marked by the sentence "Asifa I have permission to go to the toilet" which should be "Asifa I have permission to go to the bathroom" spoken by the speaker. While the speech replied by the speaking partner reads "Yes, it's okay, but don't take long because it's been a long time since the teacher entered" but the right

sentence was "Yes, it's okay, but don't take long because the teacher is almost in" because the teacher had told them to do the question first but he was late to enter. This speech is delivered by students when they are in class during learning hours.

Dates 9

Pt: The class leader may have permission to use the toilet (this sentence can be replaced with the sentence "the class leader may

I have permission to go to the bathroom" because it is easy to understand in Indonesian)

Mt: B what is it? (This sentence can be changed with the sentence "for what" because it is easy to understand and the replacement of the word "b" becomes "for" where the regional language becomes Indonesian)

Pt : Defecation

Mt : Jan Lama (This sentence is better to use the sentence "don't let it be long" so that the omission of the word "jan" to "don't" can be understood clearly because it is not based on the regional language only and is easily understood by others outside the Parigi area)

Context: the speaker asks permission from the speech partner as the class leader to go to the bathroom. This sentence uses a class of verbs marked with the words "permit, pigi and b" and also uses an adverbial word class, namely "may and jan". The above conversation goes into an informal conversation.

The speech spoken in data (9) is the imperative speech of granting permission which is marked by the sentence "The class leader can have permission to go to the bathroom" which should be "The class leader can I allow you to go to the bathroom" said by the speaker. While the speech replied by the speech partner reads "Jan lama" but the right sentence is "Don't let it take long" which should be "class leader I can allow you to go to the bathroom. The speech is delivered by the obedient to the speech partner as the class leader when in the classroom during the learning hours.

Dates 10

Pt : The class leader asked for permission tomorrow sa teh can maso (the sentence is good to replace with the sentence "the class leader wants to ask for permission tomorrow I can't go to class" because it is easy to understand everyone not just people in that area).

Mt : Tomorrow you will go where (this sentence can be replaced with "tomorrow you are where you go" so that everyone can understand it because of the elimination of the regional language "mo" to mu).

Pt : Sa mo pigi palu (in the next sentence it can be changed with the sentence "I'm going tomorrow to go to the hammer" omitted the words "sa and mo" so that it can be easily understood by others).

Mt : B apa di palu (this sentence can be changed to "Ada apa dipalu" because the omission of the word "b" to "exist" can make the sentence easy to understand from the regional language to Indonesian).

Pt : There are family affairs (this sentence can be clarified to "I have family affairs").

Mt : Oh iyo later I will taro in the apsen book (the next sentence can be changed to "Oh yes later I will save the permission in the apsen book" where the omission of the word "taro" in the regional language becomes "permit" in Indonesian so that it is easy to understand by others).

Context: the speaker asks permission from the speaking partner as the class leader because he cannot take part in the lesson tomorrow by wanting to complete family affairs and wants the apser to be kept as a permit instead of an alpa. In conversation over the class of words that tend to be conspicuous, they are divided into two, namely pronouns or pronominals in the words "kau and sa" while then entering the class of verbs which are marked with "kemana, mo, pigi, b apa and taro". In the conversation above, enter into an informal conversation.

The speech spoken in data (10) is the imperative speech of granting permission which is marked by the sentence "class leader sa mo ask permission sa teh bisa maso " which should be "Class leader I want to ask permission tomorrow I can't go to class" said by the speaker. While the speech replied by the speech partner reads "Sa mo pigi palu there are family affairs" but the right sentence "I will go

tomorrow because I have family affairs" This speech was delivered by the speaker to the speech partner as the class leader who could not take part in the lesson tomorrow because he had family affairs and asked for his attendance to save permission instead of harp in the apsen book.

Speech that contains an Invitation

Speech that contains an invitation imperative marked with a direct marker let's form of speech aims to invite, persuade, or ask the opponent to do something together with the speaker.

Dates 11

Pt : When you want to go to the canteen with me (the next sentence is a sentence that tends to be in the regional language so that others can easily understand it, the sentence can be changed to "Atika, do you want to go to the canteen with me, come on").

Mt : Marijo (this sentence can be changed to "Let's go" in the proper use of Indonesian and others can easily understand the meaning of the scattered sentence)

Context: Spoken by the speaker to invite his friend named Atika as a speech partner to go to the canteen to eat together. The word class in the sentence above consists of 2 parts, namely the pronomy is marked by the word "you and me" while the next class of words is the verb marked with the words "mau pigi and marijo". These conversations are included in informal conversations.

The speech spoken in data (11) is an imperative speech of invitation marked by the sentence "Atika you want to go to the canteen with me njo pigi with me" which should be "Atika do you want to go to the canteen with me, come on" said by the speaker. While the reply to the speech replied by the speech partner reads "Marijo" but the correct sentence is "Let's go". The speech is a speech delivered by the speaker while in the gazebo who invites the speech partner to go to the canteen together because they are real beasts who are difficult to separate when in class during break hours.

Dates 12

Pt : Ilfi anjo torang pigi makan (the sentence besides being more inclined to the regional language so that others can understand the meaning we can change the sentence to "Ilfi let's go to eat")

Mt : sa puasa (the replacement of the word "sa" to "me" in the sentence which from the local language to Indonesian can be easily understood by people outside the area where this sentence is changed to "I am fasting")

Context: A speaker who invited his friend named Ilfi as a speech partner to go to eat but he did not know that Ilfi was fasting. The class of words that tend to be used in the sentence above is the verb that is marked by "pigi, eat and fast" while the class of words that are also tended to be used in this sentence include pronominals marked with the words "torang and sa". This is an informal conversation.

The speech spoken in data (12) is an imperative speech of invitation marked by the sentence "Ilfi anjo torang pigi makan" which should be "Ilfi let's go eat" spoken by the speaker. While the speech replied to by the speech partner reads "Sa puasa" but the correct sentence is "I am fasting" The speech is a speech delivered by the speaker when in the gazebo who invites the speech partner to go to eat in the canteen but the speech partner cannot participate because he is fasting and the speaker does not know beforehand.

Dates 13

Pt : Rara pigi salat kita (in the sentence above the substitution of the word "pigi be" which from the regional language to Indonesian becomes easier to interpret by changing the sentence "Rara go pray ayu").

Mt : Tea can I menstruate (in the sentence change the word "tea becomes not easy to understand by other people, which is from the regional language to Indonesian" so that the sound of the sentence becomes "Can't come to my period").

Context: The speaker said to invite his friend named Rara as a speaking partner to go with him to pray. There are 3 classes of words in the sentence above which the verb is marked with the words "pigi, prayer and menstruation. Meanwhile, the second pronominal is marked with the word "we and I. And the third adverbial is marked with the word "the can". The conversation is included in the informal conversation.

The speech spoken in data (13) is a tutuan that contains the imperative of an invitation marked by "Rara pigi salat kita" which should be "Rara go let's go" said by the speaker. While the speech replied by the speech partner reads "Tea can I menstruate" but the right sentence is "I can't come my period". The speech is a speech delivered by the speaker when he is in the gazebo who invites the speaking partner to pray together in the mosque but the speaking partner cannot participate in the prayer because he is experiencing menstruation.

Dates 14

Pt : Aza pigi kita (change of the regional language to Indonesian where the word "pigi" becomes "go" can be easily understood where the sentence becomes "Aza go kita").

Mt : Pigi mana (change of the local language to Indonesian where the word "pigi" becomes "go" and the sentence is changed to "go mana" so that it is easy to understand)

Pt :Pigi read books in the library ayo (in the sentence next to the change of the word "pigi" to "go" can be clearly understood so that the sentence becomes "go read books in the library let's go")

Mt : Come on.

Context: the speaker invites a speaking partner named Aza to go read a book at the library. Classes of words that tend to be conspicuous in the conversation above there are 3 classes of words, the first verb is marked with the words "Blind, read and come. While the second pronominal is marked with the word "we" and the last noun is marked with the word "books and library". The above conversation goes into an informal conversation.

The speech spoken in data (14) is an imperative speech of invitation marked by the sentence "Aza pigi kita" which should be "Aza go kita" spoken by the speaker. While the reply from the speech partner reads "Pigi mana" but the right sentence is "Where to go". The speech is a speech that is done when in the classroom where the speaker invites the speaker to go read a book in the library.

Imperative Sentences

The results of the study were found in student speech that contained the imperative of command which was marked by a direct speech marker, try the form of command used when the speaker wants the opponent to perform a specific action.

Date: 15

Pt : We read it as a poem (change the sentence above so that it can be easily understood where the word "we" in the local language is interpreted in Indonesian as "you" and the sentence reads "you read the poem").

Mt : Iyo yang (the sentence is changed to "Iya yang yang" where the word "iyo" in the regional language becomes "iya" in Indonesian this sentence can be easily interpreted by others).

Context: the speaker tells the speaker to read the poem made by them. The word classes contained in the conversation above have 2 word classes, namely verbs marked by the word "word" and pronominal word classes marked by the word "that and which". The conversation is entered into an informal conversation.

The speech spoken in data (15) is the imperative speech of the command which is marked by the sentence "We read the poem" which should be "read the poem" spoken by the speaker. Meanwhile, the reply from the speaking partner reads "Which is Iyo " but the right sentence is "Which one". The speech was carried out during the learning hours that took place in the classroom. The speaker told his friend, the speaking partner, to read the poem during the Indonesian lesson because the poem was the result of the two of them.

Date: 16

Pt : There is a sweep of the class, your picket today.

Mt : Iyo chairman (change of the word "iyo" in the local language to "yes" in Indonesian so that the sentence becomes "Yes chairman").

Context: Spoken by a speaker who told the speaking partner to clean the classroom because of the class picket day. There are 2 types of word classes in the sentence above, namely the first verb marked

with the word "broom" and the second is the noun marked with the words "class, picket and chairman. This conversation goes into an informal conversation.

The speech that is said in data (16) is an imperative speech that is marked by the sentence "Dita sweep your picket class today " which should be "Dita sweep that class today is your picket schedule" said by the speaker. Meanwhile, the reply from the speech partner reads "Iyo Kechairman" but the right sentence is "Yes chairman". The speech was done before class time where the speaker told the speaking partner to clean the class before the learning time in class started because the speaking partner arrived late on the picket day.

4. CONCLUSION

It can be concluded from the use of imperative speech actions between students of SMP Negeri 1 Parigi is manifested in the form of imperatives. From the results of the study, five forms of imperative meaning between students were found. The five forms of imperative speech between students are as follows. Speech that contains the imperative meaning of the command, "go home jo, we are silent, we will bring a book". Speech that contains the imperative meaning of Request, "please ambe my book, iyo sabantar saya ambe, teh want me to use, this is ee". Speech that contains the imperative meaning of Permission Issuance, "so teh lama, bisa sa ijin pigi wc, b apa, jan lama, sa teh bisa maso, sa mo minta, mo kemana kah, sa mo pigi, b apa". Speech that contains the imperative meaning of Invitation, "anjo torang pigi, sa puasa, teh bisa, pigi kita, pigi mana, pigi baca", Speech that contains the meaning of Command, "we read it, iyo, ato cari jo anu".

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