An Analysis of Imperative Sentences Uttered by The Education Office in Indonesia

Analisis Ujaran Kalimat Imperatif di Lingkungan Dinas Pendidikan di Indonesia

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Abstract

The power relations between high rank officials and their staff seem to shape various forms of communication patterns, especially in terms of commanding or directing. In this research, the researcher discusses the use of command utterances by high rank officials and staff at the Education Office of Malang Regency in giving orders to internship students. To perform this analysis, the researcher employed a descriptive-qualitative approach with the Speech Act theory suggested by Yule (1996) and Searle (1985) as an analytical tool. The result shows that there are three types of directive speech acts namely implicit ordering, commanding, and ordering. The high rank officials and staff at the Education Office of Malang Regency had great respect for someone who had no position, for example an internship student. This could be seen by always using the word "please" when ordering. The expression of respect is also shown by saying "thank you" after the completion of certain task. The result of this current research provides an overview of how communication in the workplace embodies power relations, especially in formal settings such as government offices. Communication between the Malang Regency Education Office and internship students can be seen as an example that power relations with negative connotations do not always occur in every government agency for the sake of humanity and mutual respect to all people in the agency.

Keywords: power relation in the workplace; directive speech act; imperative sentences

Abstrak

Relasi kekuasaan antara pemimpin dan stafnya tampak membentuk berbagai bentuk pola komunikasi, terutama dalam hal memerintah atau mengarahkan. Dalam penelitian ini, oleh karena itu, peneliti membahas penggunaan ujaran perintah oleh staf dan kepala bidang di Dinas Pendidikan Kabupaten Malang dalam memberikan perintah kepada pekerja magang. Untuk melakukan analisis ini, peneliti menggunakan pendekatan deskriptif-kualitatif dengan menggunakan teori Speech Act yang dikemukakan oleh Yule (1996) dan Searle (1985) sebagai alat analisis. Hasil yang diperoleh menunjukkan bahwa terdapat tiga jenis tindak tutur direktif yang ditemukan, yaitu *implicit ordering, commanding,* dan *ordering.* Para pimpinan dan staf di Dinas Pendidikan Kabupaten Malang sangat menghormati seseorang yang tidak memiliki jabatan, misalnya mahasiswa magang. Hal ini terlihat dari tindakannya yang selalu menggunakan kata "tolong" saat memesan. Ungkapan rasa hormat juga ditunjukkan dengan mengucapkan "terima kasih" setelah selesainya suatu kegiatan. Hasil penelitian saat ini memberikan gambaran tentang bagaimana komunikasi di tempat kerja mewujudkan hubungan kekuasaan, terutama dalam pengaturan formal seperti kantor-kantor pemerintah. Komunikasi antara Dinas Pendidikan Kabupaten Malang dengan mahasiswa magang dapat dilihat sebagai contoh bahwa relasi kuasa yang berkonotasi negatif tidak terjadi di setiap instansi pemerintah demi kemanusiaan dan saling menghormati kepada semua orang termasuk dalam instansi tersebut.

Kata kunci: relasi kuasa di tempat kerja; tindak tutur direktif; kalimat perintah

1. Introduction

This study investigates language expressions in a workplace context. The study is fore-grounded by a linguistic theory which believes that language plays an important role in communication. It is because language acts as a means for speakers to express ideas, feelings, and thoughts through conversation (Marzuki's study in Hausca, et al., 2020). Communication has become one of the basic needs in human social life. According to Puri (2015), everybody in this world communicates to each other to manage their relationship. Moreover, communication is the act of transferring information from a person to another person (Puri, 2015). However, the focus of using language is not only to transfer information, but also to establish and maintain relationships with other people (Trudgill, 1983 in Puri, 2015). By employing language, people can construct various forms of social relationships with people they meet every day, for example between leaders and employees in the workplace, teachers and students in educational settings, and so on (Puri, 2015).

A successful communication at least needs speaker(s) and hearer(s) with the speaker performing an utterance to deliver meaning or message. Consequently, the hearer or the interlocutor is expected to grab and understand the meaning delivered. However, in some cases, unsuccessful communication naturally occurs and becomes something unavoidable. This generally appears when the hearer misunderstands or misinterprets the speakers' intended meaning. This situation makes the message from the speaker cannot be easily relayed to the interlocutor the way it is expected (Della, et al., 2018).

Communication in the workplace environment becomes more and more important, especially when organizations, companies, and government offices implement language policies to regulate and facilitate functional communication (van den Born & Peltokorpi, 2010 in Ronnlof, 2014). Communication in the workplace encompasses interpersonal and group communication. It covers various settings, such as information sharing, problem solving, leader-to-group communication, team communication, strategic decision-making and peer casual conversation (Mikkola, et al, 2020). During the communication practices, speakers may somehow change their speech style to adjust to various purposes and/or their interlocutors' styles (Hamdany, et al., 2017). The changes of speech styles are generally influenced by social factors including participants' social background and power relation, intended purposes in a conversation, and the setting in which the conversation takes place (Hamdany, et al., 2017). Therefore, in the workplace context, it is useful for employees to pick good choices of language by adjusting to the situation (formal and informal situation) when they want to communicate with their leaders. For example, when a staff talks to his or her leader in a formal situation, or when a staff does a presentation, they must use formal language (Hamdany, et al., 2017). This has become an important consideration because years ago, leaders considered that employee conversation about organizational issues was unimportant and harmful, since their use of language was different from the standard form of language established by leaders (Foster, 2019). In addition, leaders at a particular organization seek to standardize the use of language by trying to create homogeneity through restrictions in language choices as opposed to what is used in public (Foster, 2019). When it comes to language use and development, leaders need to model the language that they considered effective (Foster, 2019). Therefore, Holmes and Stubbe (2015 as cited in Foster, 2019) stated that understanding and adapting language gives the users of those languages a power. Foster (2019) further maintains that the ability to successfully navigate language policies and interpret levels of formality allows language users to leverage the use of language as a source of strength.

Communication in the workplace is influenced by several factors, such as education, age, experiences, gender, personality, and position or power embedded in an individual in a particular institution (Balan, 2010). The power itself has been central in the relationship among society, individuals, groups, and institutions (Balan, 2010). Foucault evaluates that power is assessed as the capacity of leaders to impose their will on the will of their subordinates to do things they do not wish to do (Balan, 2010). Furthermore, some institutions use various types of power enforcement with specific mechanisms and techniques. The aim was to turn a negative conception and the production of concepts, ideas, and the structures of institutions to the circulation and exercise of power in its modern forms (Grace, 1993 as cited in Balan, 2010). There are some ways to perform the power in a workplace, one of which is the way how leaders uttered a sentence to order their subordinates. The power influences how leaders talk to their subordinates in the workplace (Varma et al., 2021). People who have power usually use standardized language to show that they are more educated than a person they are talking to. In the workplace, people who have power usually order their subordinates using harsh words, because they want to show their possession of power in that institutional setting (Balan, 2020).

As discussed, in the workplace, there are certain positions that make a person being possessive with their power. It happens in the same fashion at the Education Office of Malang Regency. By conducting this research, the researcher aims to find evidence on whether educated people will use good and polite words with strangers, especially in a directive type of communication. In specific, the research is set out to explore leader-intern communication pattern in a government office. In this office, the top position is occupied by the office head, under whom there is an office secretary who directly supervises the sub-head of general affairs and personnel section, the head of finance and assets section, and the head of planning, evaluation, and a reporting section. This position results in the varied usage of formal and informal language, which is important in government and other organizations (Foster, 2019). The existence of a position in the Education Office of Malang Regency resulted in differences in usage of language. For example, a person from the head of finance and asset division will use language that is formal, polite, effective, argumentative, spoken in normal pitch. It is suggested to avoid words that trigger conflict or high terminology to talk to a secretary of department in everyday conversation. However, their style of talking will be different when they are talking to their subordinates in a casual situation. The use of language will be flexible, for example using an informal language, without not paying attention to the effectiveness aspect of the language while maintaining the politeness aspect.

Therefore, conversations initiated by high rank officials in the Education Office of Malang Regency to the internship students are assumed to be different. The Education Office staff of Malang Regency can be considered as full-time workers, while internship students can be categorized as part-time workers. Therefore, using the speech act theory, this study is designed to focus on the use of imperative sentences used by the Education Office of Malang Regency's high rank officials and staff towards the internship student.

In a natural and organic communication practice, speakers generally perform a speech act in a way that they act while saying words or utterances (Yule, 1996; Della, et al., 2018; Hausca, et al., 2020). A speech act is one important topic in pragmatics which deals with the use of language in communication. According to Hausca et al. (2020), the theory of speech act maintains that people produce some utterances as a part of performing certain activity. It demon-

strates that language could be a means to engage with people in various forms of communicative events. Therefore, Austin (in Sadock, 2004) pointed out that a normal utterance production has both a descriptive and effective aspect, meaning that saying something is also doing something. Generally, people perform three types of speech acts simultaneously in daily conversation including a locutionary act, an illocutionary act, and a perlocutionary act (Yule, 1966; Austin in Sadock, 2004; Birner, 2013).

A locutionary act is the basic act that forms the sound and words to create a meaningful utterance in a particular language (Yule, 1996; Birner, 2013). Birner (2013) added that the locutionary act has something to do with "what is said", meaning that it links the words of phrase with the act concerning with those words and phrases. Birner (2013) gives an example *"I am cold"* the locutionary act in that sentence is to mention the coldness felt by the sayer. In short, locutionary is performing an act of saying something along with meaning and references.

Illocutionary act is utterances that have a certain conventional power, meaning that it is an act of doing something (Prawita, et al., 2020). Birner (2013) added that the illocutionary act appears to be the speakers' intentions or what the speakers intend to perform by means of producing that utterance. In addition, Hidayat (2016) said that the most prominent level of doing an action in a particular speech is the illocutionary act, it is because the energy felt by the speaker is fully determined by this act. Austin in Sadock (2004) and Yule (1966) stated that there are several actions included in the illocutionary act, such as requesting, stating, asking, promising, apologizing, and offering. For example, when uttering *"I am cold",* the speaker intends to perform several acts, including declarative statement, invitation (e.g., "come closer and let us snuggle"), a request (e.g., "can you please close the window?" or "can you give me a blanket or jacket?"), a question (e.g., "what is the temperature today?"), or even a warning (Birner, 2013).

A perlocutionary act is an act that is formed as an effect of the speaker's utterances to the listener and other people (Hufford & Heasley, 1983 as cited in Hidayat, 2016). A perlocutionary act is formed intentionally or unintentionally, and this is caused by certain words in certain situations. According to Birner (2013), perlocutionary acts have an effect on the person being addressed. The effects can be in the form of persuading, for example persuading the hearer to close the window. To be clear, if the illocutionary act is speaker-based, the perlocutionary act is the hearer-based (Birner, 2013).

A study in this topic has been carried out by Puri (2015) focusing on the directive speech acts showing leadership style used by Miranda Priestly in the Devil Wears Prada movie. She analyzed the speech style used by the main character in the movie, who is a boss of fashion magazine named Runway in New York City. Using a pragmatics study, she found that Miranda has a unique leadership style, that is using directives and explicit languages in commenting and responding her subordinates which she did to make her subordinates obey all her rules.

From the previous study, the researcher found the gap between this research and the previous ones. The present study aims to dig deeper into types of directives speech acts in actual daily conversation in the workplace context. This research investigates the communication between the high rank officials and the sub-ordinates especially when using imperative sentences used by the high rank officials and staff to the internship students. The data were processed by employing a descriptive qualitative method in order to find out the types of directive speech acts and the intention behind the utterances. In addition, based on the background of

this research, the objective of this research is also to find out whether the people with power in the workplace always use disrespectful imperative words to their subordinates and visitors in the workplace.

2. Method

The present study mainly analyzed the use of imperative sentences uttered by the education office high rank officials and staff to an internship student to do a particular activity. The research was done in the Education Office of Malang Regency which is located in Panarukan Street, No. 1, Kepanjen, Malang Regency. The data of this research was analyzed based on the combination of speech act theory proposed by Searle (1969) and Yule (1996). The researcher found that the combination of the speech act theory in both references completed each other. They are helpful to map out the definition and types of speech acts and to collect some relevant data for this research.

The researcher used a descriptive-qualitative method to reveal the implied meaning in every utterance spoken by the target participants. Regarding the descriptive research, Nassaji (2015) states that it concerns with finding out what is happening, gaining a deeper understanding of something that is happening, why it is happening, and what perspectives, opinions, and behaviors attributed to the thing. Here, the descriptive method was considered useful to describe or explain the types of speech found at the Education Office of Malang Regency and its characteristics. In this case, the type of speech act discussed was the directive speech act. Furthermore, the qualitative method in this research was to find the hidden and deeper meaning behind the use of the directive speech acts.

A study by Sutopo (2006, as cited in Subandi 2011) reveals that in descriptive-qualitative research, the data are obtained directly from the resource and the researcher became the main instrument of the analysis. The collected data are in the form of words in sentences or pictures that have meaning. In the present study, the source of data was taken from daily conversations between the researcher as the internship student and the office staff. The researcher collected the necessary data directly at the Education Office of Malang Regency while engaging in an internship program. The data was taken in the division where the researcher was placed, that was in the education technique personnel division. The internship program took place from 2nd August, 2021 to 19th November 2021, yet the actual processes of collecting data were in last three weeks of the internship program.

There were some procedures in collecting the data in this research. The first was carrying out participatory observation by directly seeing, hearing, and involving directly in a natural verbal interaction with the staff at the Education Office of Malang Regency. There were around thirteen people participated in this research. Three people were head of sections (Head of Preschool and Elementary School Section, Head of Junior High School Section, and Head of Supervisory Section) in the education technique personnel division; eight people were staff in the education technique personnel division; one person was a staff in the administrative division; and one person was the head of administrative division. The second step was taking notes of what the researcher found in step one. The observation focused on the use of directive speech act as the target expression. The third was collecting the written data using *WhatsApp* messages as another primary source. There were four *WhatsApp* messages collected. One of them was sent by the Head of Junior High School Section, and the rest three messages were sent by the operator of the education technique personnel division. All the messages were sent to the

researcher. The fourth was studying the theory and categorizing the data using the theory that has been studied. After doing all those steps, the researcher started to elaborate the types of directives speech acts in daily communication in the Education Office of Malang Regency and find the intention behind the use of those speech acts.

In helping the readers to understand the data in this research easily, the researcher used coding-style to differentiate all speakers involved in this research, in which S refers to staff's utterances (S1, S2, and S3 were for the staff in the education technique personnel division, and S4 was for the staff in the administrative division), H indicates the heads of sections in the office (H1 was for the head of the administrative division and H2 was for the head of the education technique personnel division), and R was the researcher's responses.

The data obtained in this research are in Indonesian as this is the primary language of communication in the office. However, due to the needs of the analysis, all data were translated into English. In addition, for the research ethic, all the names included in this analysis are all pseudonym.

3. Findings and Discussion

The researcher found and classified the findings according to the categories of directive speech acts: implicit ordering, commanding, and ordering. The three categories with a sample of data were explained as follows.

3.1. Implicit Ordering

Implicit ordering can be defined as something that is implied, but not plainly expressed. The implicit ordering act can take the form of either statement or others with these types of utterances implicitly containing orders or signs to be done or performed by the addressee. The implicit order can appear in daily conversation in general, and among workmates.

The same thing came within conversation by people in the education office and the researcher as the internship student. The implicit orders in this research were mostly uttered by staff at the education technique personnel division (see Data 1).

> Data 1
> S1 : *"Ini ada beberapa dokumen turun."*
>   (These are some documents from the Head of the Department).
> R : *"Iya, Mbak. Akan saya cek."*
>   (Alright, Miss, I will give it a check).

The conversation occurred in the education technique personnel division room in which one of the staff from the administration division came in and gave some documents. At that moment, the researcher still enjoyed her lunch outside the office. S1 in Data 1 statement contained information that there were some documents from the head of the department. However, that statement was not only an information statement, but it also carried an order that the researcher has to handle. To respond to S1, the researcher answered in R. After that, the first thing that the researcher did towards that implicit order was collecting all the documents and inputting the reference number and some other necessary data of each document to the administration letters on the website of the Education Office. After the researcher finished inputting the information, she distributed the documents based on the name written on the folder of each document.

Data 2
 S1   : *"T, ini banyak surat yang harus dinaikkan ke kabid."*
          (T, these documents have to be put on the Head of Division's table).
 R   : *"Iya, mbak. Segera saya bawa ke bawah setelah saya selesaikan peker-
          jaan ini."*
          (Yes, Miss. I will bring them down after I finish this work).

The conversation occurred in the education technique personnel division room when the researcher was sitting on her table doing her work. That S1 contained information that there were many documents that already got the initials from the head of elementary school, head of junior high school, and also the head of inspector. Therefore, the main point of that sentence was an implicit order that the researcher needed to go downstairs to the administration division to hand over the documents from the education technique personnel division. Later on, one of the administration division staff put the documents to the office secretary room to get his initials then the documents were brought to the head of the department to get his signature.

3.2. Commanding

Commanding is a type of directive speech act which manifests the speaker's authoritative order. Commanding is usually uttered by people whose position is in a higher position than addressee (Hidayah, 2019). In this research, the commanding could be found in some utterances uttered by the head of division and the head of sections in the education technique personnel division (see Data 3).

Data 3
 H1   : *"Nduk kamu ikut nginep ke Pujon? Sebelum berangkat minta tolong foto
          kopikan dokumen ini ya, saya tunggu."*
          (Are you going to stay in Pujon? Before going there, please copy these
          documents. I am waiting).
 R   : *"Baik, Pak saya foto kopikan dokumennya."*
          (Yes, Sir. I will do it).

The conversation occurred in the education technique personnel division room when the head of division came to the education technique personnel division room. At that moment, the researcher took a folder for an event in Pujon. The head of division then asked the researcher. After receiving that command, the internship student directly answered and got closer to the head of division to take the document that needs to be copied. Right after getting the document, the internship student went downstairs to copy the document.

Data 4
 H2   : *"Assalamualaikum. Minta tolong Senin diprint rangkap 2 ya. Satu un-
          tuk TU ke Pak Y, satunya berikan mbak I biar dibuatkan surat tugas."*
          (Assalamualaikum. Please print out these documents in duplicate on
          Monday. Give one to the TU and the other to Miss I).
 R   : *"Baik, Pak K. Akan saya printkan hari Senin."*
          (Alright, I will print it out on Monday, Sir).

The head of the junior high school section sent a WhatsApp message to the researcher in order to give the researcher instructions to print the document. The message was sent on Sunday, so that the internship student processed the instruction on Monday, according to the command. It carried a message that the speech act of this utterance is delayed. It was because the

message was sent at night, which is time to take a rest. Therefore, according to the message, the instruction was to print it the next day, which was Monday.

3.3. Ordering

Ordering is a type of speech act that is similar to commanding, that is the manifestation of someone's authoritative instruction. In contrast to the commanding act, however, ordering is an authoritative instruction which is not always or not necessarily an official order given by someone from a higher position (Hidayah, 2019). If the previous part talked about the instructions given by the head of each section in the education office of Malang Regency and also in the education technique personnel division, the ordering part consisted of all instructions given by staff in the education office and the education technique personnel division (see Data 5).

> Data 5
> S2 : *"R lagi apa? Di bawah ada orang mau ambil bendel 1 a.n S.H dari SDN K. Turun ya."*
> (R, are you busy? Someone is at the front office now. He wants to take bundle 1 on behalf of S.H from SDN K. Please go down and meet her.)
> R : *"Baik Pak N."*
> (Yes, Mr. N).

It was working hour, all the staff at the education technique personnel division room did their jobs. At that moment, the researcher was calculating the pension application data. The phone rang, and it was answered by the operator of the education technique personnel division. After that, the operator ordered the researcher to do something based on the information he got from the phone call. After getting an order from the operator, the researcher paused her work to do the order as soon as possible.

> Data 6
> S3 : *"Belikan materai 10 lembar."*
> (Buy me 10 pieces of duty stamps).
> R : *"Iya, Bu."*
> (Yes, Ma'am)

The researcher was preparing the document to bring them down to the administration room. Then one of the staff in at the education technique personnel division room ordered the researcher to buy a duty stamp. Before ordering the researcher, the staff asked whether the researcher was free or not. In other words, whether the researcher is doing another job after giving the documents or not, then she directly ordered the researcher. The researcher confirmed that she did not do anything after giving the documents to the administration room.

> Data 7
> S4 : *"Turun ke TU ambil nasi kotak."*
> (Take the rice boxes in TU office).
> R : *"Iya, Mbak."*
> (Yes, Miss).

The phone rang. Because at that time the Work from Home (WFH) program was implemented, and no one is able to answer the phone, then the researcher did it. The staff in the administration room asked how many people were in the education technique personnel division, then after knowing the answer from the researcher, she ordered the researcher to go

downstairs in order to take the breakfast meals. The researcher directly went down to do that instruction, because she had done everything.

> Data 8
> S2 : *"Kamu naik. Bilang mau menata berkas. Nama-nama yang kamu buat kemarin taruh di meja. Tata berkasnya sesuai nama penilai."*
> (Go upstairs. Tell the receptionist that you want to organize the files. Put all the names you made yesterday on the table. Organize the file based on the examiners' name).
> R   : *"Baik, Pak saya akan naik ke atas sama Bu L."*
> (Yes. Sir. I will do it with Mrs. L)

At that time, there was a plan to hold a Teacher Credit Score Assessment event at the Mirabel Hotel. The technical staff operator asked the researcher to help organize the file and the name of the assessors. When the researcher arrived at Mirabel Hotel, the operator had not yet arrived, then the researcher sent a message to the operator, asking what the researcher should do, because there were only two other staff and neither of them knew what to do. After replying to the message, the researcher informed Miss L and came to the room together. In the room, the researcher and Miss L did the instruction from the operator, arranging the documents according to the name of the assessment team.

> Data 9
> S2 : *"R, tolong cek kesalahan penulisan. "Pengajar praktrik" diganti menjadi "pengajar praktik" dan pada nomor 7, "Rencna Tindak Lanjut" diganti dengan "Rencana Tindak Lanjut."*
> (R, please check and correct the error-typing)
> R   : *"Baik, Pak."*
> (Yes, Sir).

The researcher was sitting on her table, doing her job. There was an event in the medical room. The operator sent a message to the writer, asking for help. The conversation above showed that the operator texted the researcher to help him fix the error spelling of the document for a meeting with the head of department. At that moment, the researcher was a little bit confused and in hurry because the operator said it was urgent. Knowing that, the researcher sat on the operator's table to find the document and fix the spelling error. After that, the researcher asked what she should do with the papers, and then the operator said that she has to bring it to the administration room. The researcher came downstairs quickly because the meeting was going to be held soon.

3.4. Discussion

Based on the results of the analysis above, the power relations in the workplace also occurred in the education office of Malang Regency. The types of power relation here were legitimate power, which means that power came from something chosen or appointed to a position of power. That type of legitimacy was based on the power possessed by a person as a result of his position in a particular organization (Triandjojo, 2014). Legitimate power is the basic perception of a hearer that someone who is talking to him or her has the authority to give commands. The high rank officials have the authority that whatever he/she says must be heard and done by the subordinates (Triandjojo, 2014). The same thing came within the conversation between high rank officials, staffs, and internship student in the education office of Malang Regency. The internship student is the subordinate who had a tendency to always obey the

orders given by high rank officials and staffs. Therefore, when someone ordered her, the internship student immediately did the order.

The existence of power made the high rank officials and staff of the education office felt authorized to govern internship students. This was because an internship program was the same as doing job training. In its application, there were some staff who rule politely and some others rule arbitrarily. The polite imperative sentences can be found in the data number 3, 4, 5, and 9. The researcher considered that those utterances were polite because the speakers used positive, polite words, and also appropriate words when they wanted to order the researcher as a foreigner in this office. This act was done in order to ensure the harmonious environment with the foreigner (Varma et al., 2021). The impolite imperative sentences can be seen in data number 1, 2, 6, 7, and 8. Those data were categorized as impolite because the speakers freely ordered the internship student the way they wanted (Puri, 2015). However, they did not ask whether the researcher was busy or not, and also the use of polite words was not evidenced on those imperative sentences.

However, the use of impolite or not so polite imperative sentences in this research was mostly uttered by young staff who had a flexible style of talking with the internship student. The data number 1,2, 6, and 8 were uttered by staff in the same division where the researcher was positioned. They did a lot of interaction with the researcher every day. The interactions were not conducted in the formal conversation, but also peer-casual conversation. In addition, data number 7 was uttered by a staff from different division, but she and the internship student often had some conversations when the internship student placed some documents at her division. From that explanation, their ways of ordering the researcher can be considered quite impolite to show the intimacy between the speaker and the researcher (Puri, 2015). The casual ordering uttered by the staff can be interpreted as a way to minimize conflict and social distances between the speaker and the hearer by creating a friendly communication; and this act appealed to show solidarity with the internship student (Puri, 2015).

4. Conclusion

The researcher found that in giving an order which can be categorized as an illocutionary act, especially a directive speech act, the staff used the form of direct commanding speech acts, so that internship students could quickly understood the command well. Thus, the internship student could carry out their tasks according to the targets expected by the staff. In ordering, the staff also sometimes used "code". The code in this context was that they inform something, but at the same time also asked the internship student to follow up on that information. The most common form of order found in this study was ordering. This was because at the time of doing the internship, the staff in the education technique personnel division ordered the researcher to do many things, compared to each head of sections in the division. Even though the staff and the head of sections ordered the researcher every day, the element of politeness was not overlooked. This was evidenced by the frequent use of the words "please" and "thank you" spoken by the staff as well as the head of sections, both before and after ordering the researcher as an internship student. There are some factors that can make the communication in the workplace run smoothly, the first is the use of language and personal factor. The high rank officials and staff in the education office tended to use polite language and positive verbal and written form of communication, using expressions such as "please", "do you mind helping me" and also saying "thank you" to the foreigner, which in this context was the internship student. That act was done in order to create a harmonious workplace atmosphere and to maintain good relationship with foreigner. Good communication performed by leaders and

staffs towards the internship student helped give a good image to the office. The use of appropriate words in both verbal and non-verbal communication helped the speakers and hearers to reduce barriers among people at the workplace. The personal factor possessed by every individual in the workplace also affect the communication, because behavioral elements referred to perceptual and human barriers.

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Appendix

(1) Spoken Utterances

No	Utterances in Bahasa	Translated Utterances
1.	Tih, ini ada beberapa dokumen turun.	Here are some documents from the head of the Department.
2.	Tih, ini banyak surat yang harus dinaikkan ke kabid.	There are a lot of documents here, please take these documents to the head of division.
3.	Di bawah ada orang mau ambil bendel 1 a.n Sri Hartatik dari SDN Kromengan. Turun ya.	Someone at the front office wants to take bundle 1 of Sri Hartatik from SDN Kromengan. Meet her.
4.	Nduk kamu ikut nginep ke Pujon? Sebelum berangkat minta tolong foto kopikan dokumen ini ya, saya tunggu.	Do you stay in Pujon? Before going there, please copy this document. I am waiting.
5.	Carikan surat pengantar di map kuning plastik. Cari usulan kecamatan Poncokusumo atas nama Adi Irawan SDN 1 Sumberejo, Poncokusumo.	Find a cover letter in the plastic yellow folder. Look for the proposed letter from Poncokusumo on behalf of Adi Irawan, SDN 1 Sumberejo, Poncokusumo.
6.	Belikan materai 10 lembar.	Buy 10 pages of duty stamps.
7.	Turun ke TU ambil nasi kotak.	Go down to the TU and get boxes of rice.

(2) Written Utterances

No	Utterances in Bahasa	Translated Utterances
1.	Ratih bisa berangkat agak pagi? Bantu menyiapkan konsumsi di ruang UKS. Besok acaranya jam 8 pagi, jadi sebelum jam segitu harus sudah siap ya.	Can you come to the office early? Help me to prepare the consumption at the UKS. The meeting will be held at 8 o'clock, so come and be ready before 8 o'clock.
2.	Mbak Ratih, tolong diprintkan dokumen yang saya kirim di WA ya.	Please print the document which I sent through Whatsapp messages.
3.	Assalamualaikum. Minta tolong senin diprint rangkap 2 ya. Satu untuk TU ke Pak Yogi, satunya berikan mbak Indri biar dibuatkan surat tugas.	Assalamualaikum. Please print the above document in duplicate please. Give one to Mr. Yogi and give the rest to Miss Indri.
4.	Assalamualaikum. Neng Ratih minta tolong dibuatkan surat tugas daftar nama terlampir. Dasar surat dari BKPSDM.	Assalamualaikum, Ratih. Please write an assignment letter, the list of the participants attached. The primary of the letter is from BKPSDM.
5.	Ratih, tolong cek kesalahan penulisan.	Ratih, please check for the spelling error.
6.	Kamu naik. Bilang mau menata berkas. Nama-nama yang kamu buat kemarin taruh di meja. Tata berkasnya sesuai nama penilai.	You go up. Inform the officer you want to organize the files. Put the names you made yesterday on the tables. Organize to the files according the name of the assessor.
7.	Besok bawakan absen di meja saya ke hotel Mirabell.	Bring the list of attendance on my table to the Mirabell Hotel tomorrow.