

# Women's Cognitive Reaction To Psychopragmatic Consistency Of Imperative Speech Acts

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## *Abstract*

**Purpose:** The purpose of this writing was to describe 1) the cognitive reactions of women in response to imperative speech acts in the learning process, 2) examined imperative speech acts in everyday communication, 3) the cognitive abilities possessed by women when carrying out speech acts

**Methods:** This study was observed using a psychopragmatic approach. This research was based on the phenomenological paradigm used as the basis for a qualitative research approach.

**Results:** Women's cognitive reactions to the form of imperative speech acts in Arabic dialogue in the learning process in a language environment that was active in producing Arabic therefore to facilitate interaction in Arabic.

**Conclusion:** Knowing the reaction or cognitive response of a woman with active Arabic language skills in terms of psycho-pragmatics in imperative speech acts when ordered.

**Keywords:** Cognitive, Psychopragmatic, Speech Acts, imperative, Arabic speaking environment.

## **Introduction**

The Cognitive reaction is a reaction system consisting of ways of thinking, planning, and imagining. The cognitive structure of women is better than men in placing themselves in certain positions so that what is fantasized or felt is bigger. Humans have social needs, namely interacting and communicating with an intermediary, one of which is language (Liyushiana et al., 2022; Sibarani, Deliana, et al., 2021). According to Chaer (2009), language and speaking are differentiating. Language is a verbal tool used to communicate, while language is the process of conveying information in communication. In communication, there are speakers and partners. The speaker

informs something to the speech partner in to hope that the said partner can understand what is being communicated.

A person's speech act is in the form of a sentence, including imperative speech. According to Nadar (2009), imperative speeches are something (real meaning) that speakers want to convey (originating from utterances that ask for action or accomplishment) and are accessed subjectively. Direct imperative sentences are sentences uttered by a speaker with the hope that the speaker will react in the form of physical action. The imperative speech acts can be seen and applied in various foreign languages, for example Arabic (Aprilia et al, 2020, Sibarani, et al., 2021; Taib et al., 2021).

Arabic is one of the international languages, which has been recognized by the world as the fifth largest number of language users in the world and has been used as an official means of communication in various nations in the world. Arabic is a research object that has been broadly studied by various countries, especially countries where the majority of citizen are Muslims. When someone learns Arabic, what is needed is an active language environment in order to be able to communicate in Arabic to the other person every day (Sibarani, et al., 2021; Sibarani, et al., 2021b).

### **Method**

This research was conducted using a psychopragmatic approach and qualitative methods with a phenomenological paradigm. Qualitative researchers described complex and holistic images, analyze verbal expressions, report detailed views of information and conduct studies in nature (Mulyani et al., 2018, Hasnidar et al., 2021; Sibarani, 2021).

Collecting data in this study using observation and interview methods. The active Arabic-speaking environment in this study was obtained through direct observation and interviews conducted by researchers with informants and respondents (Zuhri et al., 2022). Observations were carried out in a direct and participatory way. The method of collecting interview data was carried out by observing and recording techniques through transcription of the data and transliterating it into Latin Arabic, while the collection of observational data was carried out using descriptive observation techniques and focused observation (Sibarani, 2020; Sibarani et al., 2020)

With the psychopragmatic approach and the phenomenological paradigm, the data analysis was carried out in-depth, which was marked by listening to each Arabic woman's speech repeatedly (Saber et al., 2022), transcribing, transliterating, and analyzing the resulting utterances. Open interviews were conducted to find out the cognitive reactions of women after listening to Arabic speech. The continuation of data analysis was carried out by listening to imperative utterances in Arabic in an active environment, which

was the result of the interpretation in the description and explanation of women's abilities in cognitive reactions when acting out imperative utterances.

### Discussion

Having active foreign language skills is the desire of language learners, for example, Arabic. Arabic is a foreign language that is widely studied and used by people in various parts of the world. Every human being can speak a language from birth. As a second language after the mother tongue, Arabic also has a variety of vocabulary, both verb and noun vocabulary, which are produced by human speech itself. Below is the form and meaning of imperative speech as a command (Rahmansyah et al., 2019; Silaban et al., 2021).

Data I :

[طيب الآن نستمر أيضا، فترتي تفضلي اقري!]

/ṭayyib al-ān nastamir aiḍān, Fitriṭi tafadḍalī iqrā'ī/

'Okay, now let's continue, Fitri! please read!'

On data I Speaker said ! فترتي تفضلي اقري implies that the speech partner was to read. A woman's cognitive reaction had a memory for the level of focus in reading and had attended in the form of sound, and could compose words when the learning process occurred without emotion.

Data II :

[موضوعنا السابق قيمة الزمن صفحة الرابع وأربعون، استمعن ورددن]

/maudū'unā al-sābiq qīmah az-zaman ṣafḥah al-rābi' wa arbaūn, istami'na wa raddidna/

'Our previous theme was "the value of time" page 44, listen and follow!'

In data II the speaker said ! استمعن ورددن Suggests that the speech partner listened and followed. A woman's cognitive reaction who had memory at the level of focus in reading and had attention was in the form of voice, responsiveness, and being able to follow orders spoken by speakers.

[اليوم نستمر مواضع الفصل، فالآن كل واحدة افتحن صفحة 80 ، خلاص فتحتن؟ هناك قسم الباء]

/al-yaum nastamir mawāḍi'a al-faṣli, fa al-ān kullu wāḥidatin iftaḥna ṣafḥah 80. khalāṣ fataḥtunna? hunāka qismu al-bā'/

'then, today we continue to discuss the forms of al-fashlu, now all open to page 80! Has opened? there is part B'

In data III, the speaker indicated that the speech partner was to follow what was ordered by the speaker. A woman's cognitive reaction must had a level of focus.

Cognitive is a change in mental abilities such as learning, memory, reasoning, thinking, and language (Jahja, 2012). According to Piaget (in Santrock, 2001; in Jahja, 2012), a teenager is motivated

to understand the world because of their biological adaptation behavior. In Piaget's view, adolescents actively build their cognitive world, where the information obtained is not immediately accepted into their cognitive schema. Teenagers have been able to distinguish between things or ideas that are more important than other ideas. The teenagers also develop these ideas. A teenager not only organizes what is experienced and observed, but teenagers can process their way of thinking to bring up a new idea. A woman's acting speech with her partner will trigger various emotional aspects if the activities are conducted without feeling happy.

Emotions can be interpreted as reaction patterns involving psychological changes, behavioral expressions and circumstances that cause a challenge (Octavianna et al., 2021). Emotional reactions naturally influence how a person values and deals with these situations (Buck 1985). Emotions include a variety of feelings that are influenced by the outside environment that is less able to control it. One example is a deep sadness that causes us to feel that the world has become colorless, so we want to forget this sadness as soon as possible. In particular, emotions also lead to physical changes. An example of this physical change is the increase in heart rate when commanded by someone.

The physical changes that occur in women are shaking hands when they are nervous about doing activities for the first time. Physical conditions affect the autonomic nervous system, which regulates condition of the internal body so that it works unconsciously. This system is composed of two divisions, sympathetic and parasympathetic. Both are connected to almost every muscle in the internal organs and every blood vessel. The parasympathetic division is dominant during the relaxation process and energy recovery. This division works in reducing heart rate, blood flow to the muscles and bones, and digestion. Most of the physical changes are associated with strong emotions, such as frequent anger and fear, that are caused by the activity of the sympathetic division.

From data I, II, and III, there were many reactions of some women who have not been able to connected, evaluated, and considered their imperative speech acts. Many physical changes found in these conditions are as follows:

- a. Our blood vessels leading to the stomach and intestines shrink so that our digestion stops. At the same time, the blood vessels leading to the muscles and bones widen and carry oxygen and nutrients carried by the blood to the parts of the body that need blood in these conditions.
- b. Our pancreas secretes the hormone glycogen, which stimulates the liver to release sugar stored in the liver into the bloodstream. Blood sugar provides the skeletal muscles with the additional energy they need. In addition, the adrenal glands secrete the

hormone epinephrine, which helps sustain many other physical changes.

- c. Our breathing becomes deeper and faster, as well as the bronchioles expand. These changes will increase the oxygen supply to the blood to burn blood sugar in the muscles and bones.
- d. The heart rate increase to more than double, thereby speeding up blood circulation and speeding up the delivery of oxygen and nutrients to the muscles and bones.
- e. The pupils of the eyes dilate and the sensitivity of our vision will increase.
- f. The salivary glands stop working and cause the mouth to become dry,
- g. The muscles under the surface of the skin will contract and cause the hair to stand up.

In fact, the active sympathetic nervous system sometimes produces great and powerful actions (endurance). As soon as the threatening situation ends, our physical condition returns to its original state. This condition is because the parasympathetic nervous system will begin to restore itself to the conditions caused by the sympathetic nervous system. Heart rate, breathing, hormone glands, blood flow, and muscle tension will return normal. Then the condition of the body as a result of fear will decrease.

Emotions involve not only physical changes but affect changes in expression. Based on studies from Fischer, Shaver, and Carnochan (1990) and Wilson and Keil (1999), the taxonomy of emotions can be broken down into three levels which are referred to as subcategories, basic and upper levels as shown in the table. Interestingly human emotions can be classified into two opposite categories: happy and unhappy.

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In our brain, there is the limbic system, which is the center for regulating one's emotions, memory, and behavior. The limbic system consists of several parts with different functions, namely the hypothalamus, hippocampus, and amygdala.

The limbic system is a group of interconnected structures, which is located deep in the brain. The limbic system is the part of the brain responsible for behavioral and emotional responses. Scientists have not agreed on the complete arrangement of structures that make up the limbic system, but it is divided into four parts, namely the hypothalamus, hippocampus, amygdala and limbic cortex. It

includes fear, anger, happiness, and feelings of love regulations. Women's emotions are divided into opposite categories; happy and unhappy. Emotional variations based on the strength of individual feelings are divided into four levels (Wang, 2005). Below are the levels of the emotional hierarchy in individuals with attention to individual verbal cues as follows.

Level		The Description	
0	No emotion	-	
1	Weak emotion	Comfort	Safeness, contentment, fulfillment, trust
		Fear	Worry, horror, jealousy, frightening), threatening
2	Moderate emosi	Joy	Delight, fun, interest, pride
		Sadness	Anxiety, loneliness, regret, guilt, grief, sorrow, agony
3	Strong emosi	Pleasure	Happiness, bliss, excitement, ecstasy
		Anger	Annoyance, hostility, contempt, infuriated, enraged
4	Strongest emosi	Love	Intimacy, passion, amorousness, fondness, infatuation
		Hate	Disgust, detestation, abhorrence, bitterness

Emotional reactions in women when 'ordered to do something' showed the emotional expressions that change according to their personality, not based on their gender.

### Conclusion

Women's reactions to imperative speech acts in imperative sentences are related to a person's cognition from birth to adulthood. The imperative speech acts in learning Arabic affect the process of learning activities. There are many reactions from some women who have not been able to relate, evaluate, and consider the imperative speech acts that occur. When the process occurs, a woman's emotional level changes according to what the brain responds to. The brain responds when the imperative speech act misresponds in ordered to do something. During learning activities, for example, women experience rapid heartbeats and cold hands, so they are nervous when learning occurs. Motivation is needed to improve learning Arabic. Regarding cognitive, the structure must be developed. The development of cognitive structure can be done through providing opportunities for women to gain direct experience in various learning activities, so in motivating them to express and think about the correct answers. Thus, it can develop abilities and show no physical changes at the time of the command sentence.

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