THE REALIZATION STRATEGIES OF REQUESTS

BY SENIOR STUDENTS OF THE ENGLISH DEPARTMENT

OF THE SEMARANG STATE UNIVERSITY

a final project

Submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan* in English

by

Siti Nur Fithriyati

2201407048

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

2011

APPROVAL

This final project has been approved by the board of the examiners of the English Department of the Faculty of Languages and Arts of UNNES on August 23, 2011.

The Board of Examiners

1. Chairman
Drs. Dewa Made K, M.Pd   _____
NIP. 195111181984031001

2. Secretary
Drs. Suprapto, M.Hum   _____
NIP. 195311291982031002

3. First Examiner
Dra. Sri Wuli Fitriati, M.Pd   _____
NIP. 197510262005012001

4. Second Examiner/Second Advisor
Dr. Dwi Anggani Linggar Barati M.Pd.   _____
NIP. 195901141989012001

5. Third Examiner/First Advisor
Dra. Sri Suprapti, M.Pd.   _____
NIP. 195911241986032001

Approved by

Dean of FBS

Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001

PERNYATAAN

Dengan ini saya,

Nama   : Siti Nur Fithriyati

NIM   : 2201407048

Prodi/Jurusan   : Pendidikan Bahasa Inggris/Bahasa Inggris

Fakultas   : Bahasa dan Seni Universitas Negeri Semarang

menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

THE REALIZATION STRATEGIES OF REQUESTS BY SENIOR STUDENTS OF THE ENGLISH DEPARTMENT OF THE STATE UNIVERSITY OF SEMARANG

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi, pengaraan, dan ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara yang lazim sebagaimana dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri, jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan dengan seperlunya.

Semarang, 12 Juni 2011

Yang membuat pernyataan,

Siti Nur Fithriyati

NIM. 2201407048

Only as high as I reach can I grow,

Only as far as I seek can I go,

Only as deep as I look can I see,

Only as much as I dream can I be.

Karen Ravn

To

ALLAH, Your love endures forever

My Parents, for the incessant teaching

My Brother and Grandma, for the joyness

and care

iv

ACKNOWLEDGEMENTS

Foremost, I praise ALLAH the Almighty, the Gracious for His blessing upon me in the form of inspiration, spirit, strength, caring, guidance and hopes during the completion of my final project. My special thanks goes to my beloved mother, father, and brother who provide the biggest support for me to do my best.

I would like to express my sincere gratitude to my first adviser, Dra. Sri Suprapti, M.Pd. for her inspiring suggestions and advice during the completion of the study. I am also indebted to my second adviser, and the Head of the English education, Dr. Dwi Anggani Linggar Barati M.Pd., and all my lecturers for all their never ending guidance given to me. My appreciation also goes to the Head of English Department, Drs. Ahmad Sofwan, Ph.D, for the help during the completion of my study.

Last but not least, I want to thank all my friends for their excellent encouragement.

Siti Nur Fithriyati

ABSTRACT

The study aimed at describing the use of request strategies by senior students of the English Department of the State University of Semarang by focusing on how they produced the request. Requests are face-threatening acts requiring politeness strategies affected by various factors. It is not an easy task for language learners to perform requests in linguistically, socially and culturally appropriate manners.

The data were taken from the participants' realization strategies of requests in certain situations consisting of seven different situations in which each situation was supposed to have different social distance, degree of imposition, gender, and power in the form of written elicitation. The elicitation prompts were given in Bahasa Indonesia in the purpose of avoiding misunderstanding. The data analysis was done qualitatively by means of describing the requests using request strategies proposed by Blum- Kulka et al (1989).

The findings indicated that EFL learners tend to use conventionally indirect strategy to realize their requests in which the interrogative form is mostly used. The findings also showed that the higher power the participants have, the more direct request strategies used to convey their requests. The more social distance the participants have to the addressee, the more indirect request strategies are used, and the higher degree of imposition of the request, the more indirect the requests are used. However, there are no any big differences between male and female participants, but females tend to use more indirect request to lower power addressee than males Although, females consider more direct to the addressee who have the same power. They tend to make internal modification which is within the head act of requests. From the discussion I can also conclude that the participants of the study who are EFL advanced learners failed to show control over a wide range of forms and performing requests.

In relating to English language learning and teaching, it is suggested that EFL teachers and learners should increase the awareness of the sociolinguistic aspects especially in conveying request for the betterment of communicative competence as the goal of language learning.
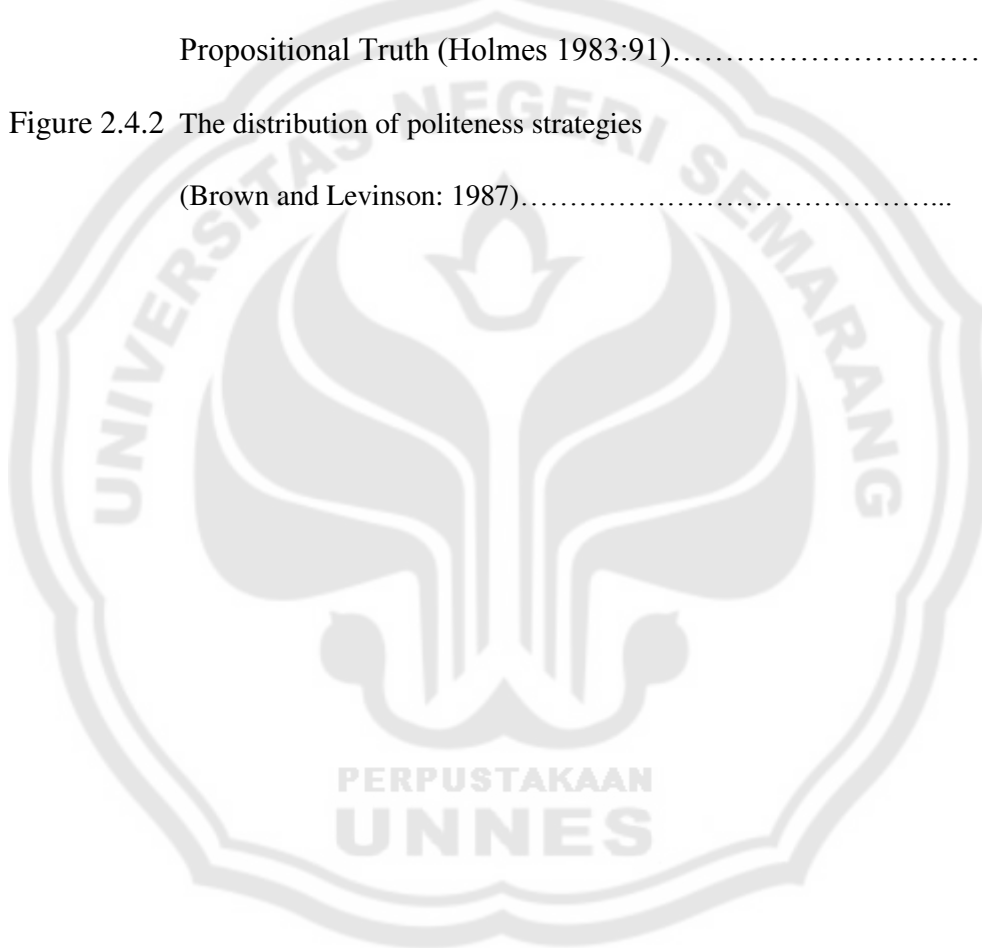
TABLE OF CONTENTS

page

THE LIST OF FIGURES

THE LIST OF TABLES

THE LIST OF APPENDICES

CHAPTER I

INTRODUCTION

Requests are face-threatening acts requiring politeness strategies affected by various factors. It is not an easy task for language learners to perform requests in linguistically, socially and culturally appropriate manners. Therefore the present study is conducted. The focus of the study is in the request strategies that the participants used in conveying their request in different degree of imposition, with people from different social distance, gender, and power.

1.1 Background of the Study

The ultimate goal of language teaching and learning is communicative competence. The communicative competence deals with linguistics competence in which the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences is explained (Hymes: 1972). He also argued that one also needed notion of **Sociolinguistic Competence** that is the rules for using language appropriately in context, to account for language acquisition and language use. Hall (2002: 2) proposed that language is considered to be a set of abstract systems whose meanings reside in the forms themselves rather than in the uses to which they are put.

Further the Hymes' perspective about communicative competence is than become part of the theoretical justification for a new language teaching approach and new teaching materials that were compatible with communication as the goal of second or foreign language teaching (Celce-Murcia: 2007).Previously, linguists have traditionally focused their attention primarily on the internal properties of languages, on how meaning is formally encoded in lexis and grammar (semantic meaning). In semantics, the focus is mostly on meaning which is relatively fixed and does not vary with context. In addition, meaning is seen as a link between linguistic forms and concepts held in the mind.

In the development of communicative competence, Celce-Murcia et al. (1995) proposed that **Actional Competence**, which is the ability to comprehend and produce all significant speech acts and speech act sets, should be part of communicative competence. Actional competence, than became a part of sociolinguistic competence together with **Sociocultural Competence**. Sociocultural competence refers to the speaker's **pragmatic knowledge**, i.e. how to express messages appropriately within the overall social and cultural context of communication. **Pragmatic** is the study of the use of language in society and the myriad factors that influence (Levinson, 1983; Thomas, 1995). Celce-Murcia et al. (1995: 23-24) described that there are three crucial factors in term of Sociocultural Competence. The first **social contextual factors** which covers the participant's age, gender, status, social distance, and their relations to each other. Then they also proposed a term of **stylistic appropriateness** that is the politeness strategies, a sense of genres and registers. The last is **cultural factors**, includes

background knowledge of the target language group, major dialects/region differences and cross cultural awareness. According to the brunches of Communicative Competence, communication is not only built by one component, i.e. grammar, but also needs others component in order to make communication run well.

Both Actional Competence and Sociocultural Competence provide communicators appropriate language use and also clues to correct interpretation of utterances. What is considered polite in a given context may be viewed as sarcastic or hostile in other. For instance elaborate forms of requests beginning with '*I was wandering if I could...*', or '*Would you please be kind enough to...?*' are only appropriate in formal situations and addressed to unfamiliar people or those who differ in rank or those whose willingness to comply is in doubt, while they are not the case in informal situation involving people in intimate relation. Yet, such forms are used in the latter when the degree of imposition is perceived to be demanding against the addressee. Such complex aspects clearly indicate that 'there are rules of use without rules of grammar would be useless' (Hymes, 1971) as cited by Suprapti (2003).

The first example above '*I was wandering if I could...*', or '*Would you please be kind enough to...?*' are the expressions that very appropriate in formal situation, no matter how close the speaker and hearer is because the situation demands the communicators in such a formal situation. It means that language varies not only according to who is speaking – its users – but also according to the situation which it occurs – its uses. Any utterances carry the imprint of its use in a

particular context and the notion of register provides us with a way of talking about the relationship of language to its context of situation. Utterances have to be appropriate to their context. Experienced users of a language are able often to identify a typical context for any utterance from small textual cues. (Montgomery and Helen, 1994). In such situation a speaker might say '*It's too cold in here*', but actually what the speaker's mean might be '*Please turn off the air conditioner!*' because the communicators are in a room which has an air conditioner. Nevertheless, the speaker might want to request the hearer to close the door, because the weather is cold and the hearer forget to close the door. The other possible intention that might be implicit in the example above is '*please, give me my jacket*' because the speaker is in a cold camping area at night and he can take his jacket by himself. Thus, the registers or situation also has a part in determining the meaning of an utterance.

The examples above are the examples of request in which conveyed in indirect way. The choice of request strategies directly affects how **face-threatening** the speech act will be, making a request is an especially delicate proposition. According to Brown and Levinson (2006) the term of face-threatening acts deal with the utterances which challenge either a person's positive face(with disapproval or contempt) or negative face (through a request for action which impinges upon a person's freedom from imposition). Consider the differences between the following: *(a) 'Close the window!'; (b) 'Close the window, please!'; (c) 'Could you please close the window?'; (d) 'Could you close the window? I can't reach it'; (e) 'Burr, it's cold in here'.* These five requests

show the diverse strategies for approaching a face-threatening act, different degree of politeness, and thus varying kinds of corresponding the indirectness (or in the first example is directness). Many times, the strategies of conveying request are influenced by sociocultural norms, such as status, gender, social distance, power, and/or environment or situation. In some cultures, more important is placed on a person's status, age, or social distance than in others. Therefore, the degree of directness used in request may differ based on these sociocultural standards. (Tatton, 2008)

The notions of indirectness and politeness play a crucial role in the negotiation of face during the realization of speech act such as request. **A request** is a directive act and a pre-event which initiates the negotiation of face during a conversational interaction. According to Brown and Levinson (1987), request is intrinsically face threatening because they are intended to threaten the addressee negative face (i.e. freedom of action and freedom from imposition). Following their model of politeness, while request may be realized by mean of linguistic strategies such as *on record* (e.g., direct and unmitigated) or *off record* (e.g., hint, and irony), a compromise may be reached by the speaker using indirect request. According to Searle (1975: 60-61), in indirect speech act "the speaker communicate to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and non-linguistic, together with the rational powers of rationality and inference on the part of the hearer". Thus, in order to minimize the threat and to avoid the risk of losing face,

there is a preference for indirectness in the part of the speaking issuing to request to smooth the conversational interaction.

It has been observed that higher level of indirectness may result in higher level of politeness. According to Brown and Levinson (1987) and Leech (1983) direct request appear to inherently impolite and face threatening because they intrude in the addressee's territory, and these authors argued that the preference for polite behaviour is indirectness. Leech (1983: 131-132) suggested that it is possible to increase the degree of politeness by using more indirect illocutions: '(a) because they increase the degree of optionally, (b) and because the more indirect of illocution is, the more dismissed and tentative its force tends to be'. Based on Blum-Kulka (1989: 42), indirectness is comprised of two types: **conventional indirectness (CI),** which center in conventions of language including propositional content (literal meaning) and pragmalinguistics form used to signal an illocutionary force, and **Non-Conventional Indirectness (NCI),** which relies heavily in context and tends to be 'open-ended, both in term of prepositional content and linguistic form as well as pragmatic force'. The link between indirectness and politeness is further supported by Searle's observation that 'politeness is the most prominent motivation for indirectness in request, and certain forms tend to become the conventionally way of making indirect requests'. (1975: 76).

Giving requests are face - threatening acts, and that the use of politeness strategies is affected by various factors, it would not be an easy task for language learners to perform requests in linguistically, socially and culturally appropriate

manners. They should not only have sufficient linguistic resources to encode a request, but also know sociocultural rules that affect their choice of politeness strategies in a given situation with taking into account a variety of situational factors. (Suh 1999: 196).

Since the focus of language studies in second and foreign language teaching and learning of English is on grammatical competence of the language learners at the level of phonology, morphology, and syntax, the communicative competence in using English will not be covered in whole. Thus, the pedagogical challenge lies in the fact that second and foreign language teachers typically have far greater awareness and knowledge of linguistic rules than they do of the sociocultural behaviors and expectations that accompany the use of language in the target language. Nevertheless, the teachers should be realizing that even if good cultural descriptions are available, it is hard to get learners to change their native verbal behavior based on a new set of assumptions. Therefore, the present study is conducted. The focus of the study is in the request strategies that the participants used in conveying their request in different degree of imposition, with people from different social distance, gender, and power.

1.2   Reasons for Choosing the Topic

I choose the topic "The Realization Strategies of Request by Senior Students of The English Department of The State University of Semarang" owing to the facts that:

(1) Native speakers of English tend to use indirectness in conveying requests. It is a fact which in itself requires some explaining. Second and foreign language learners should be aware of this phenomenon.

(2) Most second and foreign language learners face problems to interpret and react to use direct and indirect requests strategies appropriately. Therefore they need to see what strategy that they use in communication whether it is appropriate or not.

(3) Teaching and learning process of English as foreign language in Indonesia is focused on grammatical competence of the language learners at the level of phonology, morphology, and syntax. Hence, the learners under study are more aware of linguistic competence than sociolinguistic competence. In fact, when they use language, the sociolinguistic competence has a big influence in determining whether the communication will be succeed. The present study will show how sociolinguistic competence affects the choice of request strategies in communication.

1.3 Research Questions

Having found the general background of the problem as stated above dealing with the realization strategies of requests by English Department of Semarang State University students on senior years, my research questions are:

(1) How does the English Department of Semarang State University students on senior years realize their requests?

(2) Do the sociolinguistics competence aspects (social distance, gender, degree of imposition, and power) affect the students' request strategies?

1.4 Purpose of the Study

In line with the research questions, the present study is aimed:

(1) To figure out how the participants of English Department of Semarang State University students on senior years realize their request strategies.

(2) To figure out whether the sociolinguistic competence aspects (social distance, gender, degree of imposition, and power) affect the students' request strategies.

1.5 Significance of the Study

The findings of the study are expected to provide input to: (1) foreign language learners of English as a source of being open minded towards request strategies, especially when they are preparing to have conversations with NSs, (2) lecturers as reflections of the teaching activities that sociolinguistic competence is

important in communication, (3) education institutions to arrange a better standard competence which not only focused on linguistic competence but also the sociolinguistic competence, and (4) book writers as a reference when they deal with request strategies.

1.6 Definition of Terms

1.6.1. Communicative competence is a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

1.6.2. Conventionally indirect request strategy is request strategy which is referring to contextually preconditions necessary for its performance as conventionalized in the language.

1.6.3. Degree of imposition is a culturally and situationally defined ranking of impositions by the degree to which they are considered to interfere with an agent's wants of self-determination or of approval (negative and positive face wants).

1.6.4. Descriptive qualitative is a research which requires some descriptive as the research of data analysis.

1.6.5. Direct request strategy is a request strategy in whish the request is marked explicitly as requests.

1.6.6. EFL learners a person who use or study of English with a different native language.

1.6.7. Elicitation is the term applied to subtle extraction of information during an apparently normal and innocent conversation.

1.6.8. Face-threatening act (FTA) is any utterances which could be regarded as making demand or intruding on another person's anatomy.

1.6.9. Gender is a set of characteristics distinguishing between male and female, particularly in the cases of men and women.

1.6.10. Lerner is a person who is learning e.g. student; pupil; apprentice; trainee affecting the whole.

1.6.11. Linguistic competence is the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences is explained.

1.6.12. Non-conventionally indirect strategy or hints is request strategy which is partially referring to the object depending on contextual clues.

1.6.13. Politeness strategies are communicative devices for redressing the threats inherent in verbal and nonverbal utterances.

1.6.14. Power is a possession of the qualities (especially mental, qualities) required to do something or get something done.

1.6.15. Pragmatics is meaning in use and meaning in context.

1.6.16. Prompt is quick or ready to act or respond to serve as the inciting cause of.

1.6.17. Realization is a subtask of natural language generation, which involves creating an actual text in a human language (English, French, etc) from a syntactic representation.

1.6.18. Request is a prevent act that expresses a speaker's expectation about some prospective action, verbal, or non-verbal on the part of the hearer.

1.6.19. Request strategy is a speaker's strategy in making request.

1.6.20. Senior year student is someone who attends an educational institution on the last year.

1.6.21. Student is someone who attends an educational institution.

1.6.22. Social distance is the perceived distance between individuals or groups.

1.6.23. Sociolinguistic competence is the rules for using language appropriately in context, to account for language acquisition and language use.

1.7 Organization of the Report

This final project consists of five chapters. Chapter one introduces the backgrounds, statement of the problems, purpose of the study, significance of the study, reasons for choosing the topic, and definition of terms, chapter two presents the review of some related literature, chapter three describes the methodology, chapter four presents the research findings and the discussion while chapter five contains the conclusions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Communicative competence is a term coined by the anthropological linguist Dell Hymes in 1967 who put toward this notion in response in the theories of the formal linguists Noam Chomsky, who focused on linguistic competence and claimed that any consideration of social factors was outside the domain of linguistics. Hymes (1972) argued that in addition to **linguistic competence** (the rules of describing sound system and for combining sounds into morphemes and morphemes into sentences), one also needed notions of **sociolinguistic competence** (the rules for using language appropriately in context) to account for language acquisition and language use. Since the term of communicative competence was presented, many linguists adopted Hymes' terminology and perspective, and his notion of communicative competence which become part of the theoretical justification for a new language teaching approach and new teaching materials that were compatible with communication as the goal of second or foreign language teaching. Hereafter, the focus of teaching language as second and foreign language is to reach that goal that is to make the learner able to communicate in appropriate ways. That means that the learners should be able to communicate, in which they should be able to participate in discourse and able

to develop discourse. Thus, the core of communicative competence is discourse competence.

In order to reach the communicative competence, one should include all of the communicative competence, in which Celce-Murcia et al. proposed five competences and the discourse competence as the core of communicative competence. The model proposed by Celce-Murcia et al. is the development of the Hymes model of communicative competence. Those competences are *sociocultural competence, discourse competence*, *linguistic competence*, *actional competence*, *strategic competence.* Based on Celce-Murcia et al (1995), there are many competences to maintain communication to run well. It can be the social contextual factors, stylistic appropriateness, cultural factors, cohesion, diexis, coherence, generic structure, phonological, lexical, morphological, syntactic, routines, collocations, idioms, lexical frames, speech acts, turn-taking system, non-verbal or paralinguistic system, cogitative and metacognitive system.

This Chapter covers the Communicative Competence and its branches, there are Discourse Competence, Linguistic Competence, Sociocultural Competence, Actional Competence, and Strategic Competence. Sociolinguistic, Pragmatics, and Requests are also explained in this chapter.

2.1 Communicative Competence

As described above, the term of communicative competence is proposed as the alternative to the concept of linguistic competence as first presented by Chomsky (1965, 1966). At first, Chomsky proposed the concept of linguistic competence to capture the principles of universal grammar, conditions and rules for generating the structural components of a language, which any speaker of a language know implicitly. For Hymes as cited by Hall (2002: 105), Chomsky's definition of language knowledge could not account for the knowledge and skills that the individuals must have to understand and produce utterances appropriate to the particular cultural contexts in which they occur. He defined that in terms of both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually appropriate, and culturally feasible in communicative contexts constitutive of the different groups and communities of which the individuals are members.

Hymes defined communicative competence in term of four dimensions. The first, *systemic potential* is knowledge of and ability to use the generative base of language. The second dimension is *appropriateness*, defined as knowledge of language behaviour and its contextual features and the ability to use language appropriately. The third is *occurrence* which Hymes defined as knowledge of whether and to what extent action is taken with language to take such action. The last dimension is *feasibility*, which includes knowledge of whether and to what extent something is possible, and the ability to be practical or feasible. Since its

appearance in applied linguistics, others have attempted to use the concept of communicative competence, and its underlying theory of language, to construct frameworks for the design of language curricula and test. One of the more comprehensive frameworks to date is that by Celce-Murcia et al. (1995). Their model, depicted in figure 2.1, consist of five interrelated areas of competence: discourse, linguistic, actional or rhetorical, sociocultural, and strategic. (Hall, 2002)
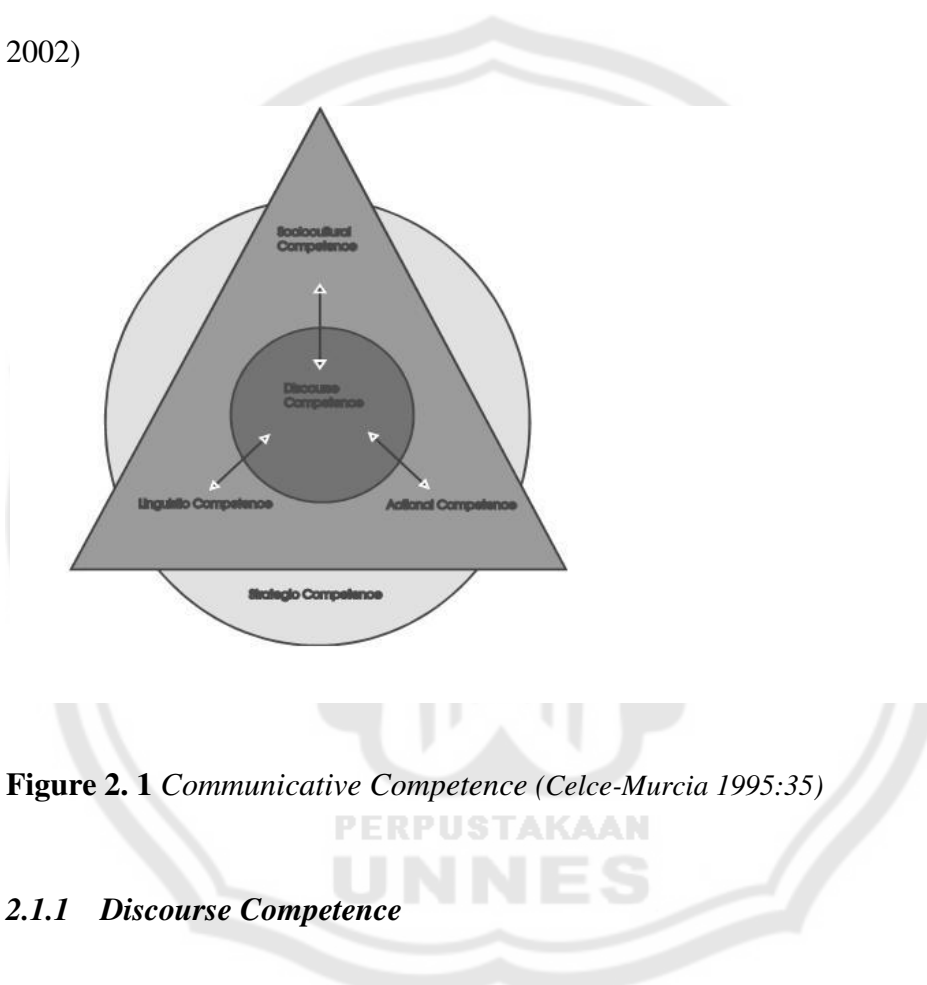
Figure 2. 1 *Communicative Competence (Celce-Murcia 1995:35)*

2.1.1 *Discourse Competence*

On the model of communicative competence proposed by Celce-Murcia et al. (1995), the authors as cited by Hall (2002) define discourse competence as the core of communicative competence. It includes not only knowledge of and the ability to use linguistic resources to create cohesion and coherence in both oral

and written texts. It also includes knowledge of and the ability to use conversations for taking turns, holding on to the conversational floor interrupting and providing listener feedback cues such as 'umm' and 'uh huh'. They argued that discourse competence deals with the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and sociocultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent text. They described several sub-areas of discourse competence, four of which are most important with regard to current model:

a. *cohesion*: conventions regarding use of reference (anaphora/cataphora), substitution/ellipsis, conjunction, and lexical chains.

b. *deixis*: situational grounding achieved through use of personal pronouns, spatial terms, temporal terms, and textual terms.

c. *coherence*: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means.

d. *generic structure*: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

Giving shaped to, and being shaped by, discourse competence is three additional competences. There are linguistic competence, actional or rhetorical competence, and sociocultural competence.

2.1.2 Linguistic Competence

The first competence that is giving shaped to discourse competence is linguistic competence, which consist of the basic elements of the linguistic system that are used to interpret and construct grammatically accurate utterances and texts. This also includes knowledge of and ability to use syntax, involving sentence, patterns, word order, coordination, and subordination and embedding in addition to morphology, phonology, vocabulary, and orthography. According to Hymes at cited by Celce-Murcia et al. (2007), linguistic competence refers to the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences. The term of linguistic competence includes four types of knowledge:

a. *phonological*: includes both segmentals (vowels, consonants, syllable types) and suprasegmentals (prominence/stress, intonation, and rhythm).

b. *lexical*: knowledge of both content words (nouns, verbs, adjectives, adverbs) and functional words (pronouns, determiners, prepositions, verbal auxiliaries, etc)

c. *morphological*: part of speech, grammatical inflections, productive derivational processes.

d. *syntactic*: constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding

Linguistic competence is the main focus in teaching English as second or foreign language in most country around the world. Whereas, to maintain

communication run well, one should know aware with whom and from where he talks to, so he can use the appropriate strategies in communication. Thus, the next competence which linked to discourse competence will provide some component that one should know in maintaining communication that is sociocultural competence. This comprises the non-linguistic, contextual knowledge that communicators rely on to understand and contribute to a given communicative activity. This aspect competence includes knowledge of, ability to use, the rules, norms and expectations governing the larger social context of the activity.

2.1.3   Sociocultural Competence

Sociocultural competence refers to the speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication. This includes knowledge of language variation with reference to sociocultural norms of the target language. In fact a social or cultural blunder can be far more serious than a linguistic error when one is engaged in oral communication (Celce-Murcia et al: 1995.). Celce-Murcia argued that the pedagogical challenge lies in the fact that second and foreign language teachers typically have far greater awareness and knowledge of linguistics rules than they do of the sociocultural behaviors and expectations that accompany use of the target language. Based on her perspective, even when good cultural descriptions are available, it is hard to get learners to change their native verbal behaviour based on a new set of assumptions.

Further, Celce-Murcia et al (1995: 23-24) described several sociocultural variables, three of which are most crucial in terms of the current model.

a. *Social contextual factors*: the participants' age, gender, status, social distance and their relations to each other.

b. *Stylistic appropriateness*: politeness strategies, a sense of genres and registers.

c. *Cultural factors*: background knowledge of the target language group, major dialects/regional differences, and cross-cultural awareness

She added that the above competencies can be acquired in part through some knowledge of the life and traditions as well as knowledge of the history and literature of the target language community. An extended living experience among members of the target language group is probably the best experience for language acquisition if the learner has adequate basic preparation in both linguistic and sociocultural competence coupled with good powers of observation.

Both linguistic competence and sociocultural competence are the way we know which strategy that may proper to communicate and how to form words into sentences, so we can convey our intention to the hearer appropriately. Even so, we cannot make a good communication and may cause the communication fail if we do not know how to convey it well. Thus, the next component of communicative competence is added by Celce-Murcia et al. in 1995 that is actional competence. Based on Celce-Murcia et al (1995) actional competence refers to the ability to comprehend and produce all significant speech acts and speech act sets.

2.1.4   *Actional Competence*

Also linked to discourse competence is actional or rhetorical competence. Celce-Murcia et al. defined this component as the knowledge of and ability to match actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force. Entailed here, therefore, is knowing how to use language to do something, to perform certain functions, such as making promise, giving orders, complaining and so on. It also involves knowing how to combine individual acts into larger, meaningful sets of actions to create an appropriate communicative activity such as making a purchase, setting up an appointment, recounting a story and so on. When discussing written text, Celce-Murcia et al. prefer the parallel term of rhetorical competence. This aspect includes knowledge of the speech acts and speech act sets conventionally associated with particular written grammar.

Celce-Murcia et al, (1995) added that nonverbal or paralinguistic aspects of oral interactions are also crucial made which are rarely treated in the language classroom. These conventions can overlap with those for conversational turn-taking; for example an English speaker's body movements, in breaths, and eye contact can result in a conversational turn for the person displaying such non-verbal signals. Hence, all of the differences in communication should be solved in order to participate in discourse, which is the main goal in communication. Thus, the final component of Celce-Murcia et al.'s model is *strategic competence*. It includes the knowledge, skills and ability to resolve communicative difficulties and enhance communicative effectiveness.

2.1.5   Strategic Competence

According to Oxford (2001:362) as cited by Celce-Murcia et al., strategies for language learning and use are "specific behaviors or thought processes that students use to enhance their own L2." Such behaviors are either learning strategies or communication strategies. We know that the learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept. There are some terms that should be realized in strategic competence. There are:

a. *cognitive*: that is strategy in making use of logic and analysis to help oneself learn a new language through outlining, summarizing, note taking, organizing and reviewing material, etc.

b. *metacognitive*: this strategy involves planning one's learning by making time for homework or for preparation, and engaging in self evaluations of one's success on given task or on one's overall progress. This is achieved in part by monitoring and one's errors, learning from teacher and peer feedback, etc. Compansationing for missing or partial knowledge by guessing the meanings of words from context or the grammatical function of words from formal clues are also aspect of metacognitions.

c. *memory-related*: that is strategy that help learners recall or retrieve words through the use of acronyms, images, sounds (rhymes), or other clues.

The other crucial strategies, which are highlighted by Celce-Murcia et al. (1995: 26-29), are communication strategies; they include the following:

a. achievement: strategies of approximation, circumlocution, code switching, miming, etc.

b. stalling for time gaining: using phrases like *Where was I? Could you repeat that?*

c. self-monitoring: using phrases that allow for self repair. i.e. *I mean...*

d. interacting: this is strategy that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmations checks, etc.

e. Social: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language.

Hall (2002: 108) argued that the notion of communicative competence helps us to see that language use involves not just knowledge of and ability to use language forms, it also involves knowledge and to use language in ways that are, to use Hymes' terms, socially appropriate, and feasible called for. That might be the reason way Hymes added sociolinguistic competence in the beginning of communicative competence development.

2.2Sociolinguistic

Based on Stockwell (2002:5) as cited by Ilic (2004), sociolinguistic is one of linguistic brunch which is supposed to investigate all aspect of the relationship in the society as a whole. With the starting assumptions of the all languages event consist of a piece of language in social context and that every different social

context determines a particular form of language, the potential scope of sociolinguistic is enormous. It studies how language is used in a speech and in living and complex speech community, from micro sociolinguistic issuing dealing with the correlations between language variations and use, and social groups and situations to macro sociolinguistic issues such as social attitudes to language, the patterns and needs of national language use, etc. The manifestation of language variation are sometimes less obvious to identify distinctly. They include regional dialects and social dialects, reflecting that in many communities it is possible to tell from a person's speech not only where he comes from but also what class he belongs to. There seems to be general tendency that the speech of the higher classes demonstrates less regional variations.

Also important is gender-related language variation. There are various ways in which linguistic behaviour of men and women from the same speech community will differ in pronunciation, vocabulary, conversational practices, etc. For example, several studies have found that women tend to be more polite, and use more of the standard forms of language, which is frequently explained by their social class awareness, their role in society of their status in general as a subordinate group.

While these aspects of the socially relevant language variations focus mostly on language users, their ethnicity, gender, social background, etc. There are some aspects which primarily on language use, reflecting particular contexts. The way people talk in court, in school, at business meetings, for instant, is more formal than the relaxed language they use at home or with the people they know

well. Similar differences are noticeable when we speak to people of a different age or social group. Such language variations are generally known as style, or stylistic differences, although the term register is also used. Stylistic differences have been mainly studied with reference to the addressee – their age or social group. For sociolinguistic especially interesting has been the issue of politeness, the notion develop by pragmatists (Brown and Levinson, 1987), which refers to showing awareness of other people's public self image (face) and can be manifested as positive (showing solidarity) or negative (accepting another's right not to be imposed on). In communication speakers make appropriate linguistic choices in the light of their relationship to the addressee, in order to make them uncomfortable. In all societies, there are sociolinguistic rules for, for instance, polite acceptance or refusal, greetings, request, conversation topics, forms of address, and these differ cross-culturally. What is acceptable, even desirable linguistic behavior in one society may be unsuitable, even taboo in another. These differences may seem totally random, but they are actually closely connected with different social values and attitudes of different societies. (Ilic 2004: 1-15).

The language use is more generally discussed in pragmatic area. As Ilic argued the most general area of the study of language from the point of view of its use is pragmatics. It is primarily concerned with language users – the choice they make, the constrain they encounter in using language in social interaction, their effect of their use of language, in other participants in an act of communications.

2.3 Pragmatics

In early 1980s, when it first became common to discuss **pragmatics** in general textbooks on linguistics, the most common definition of pragmatics was: **meaning in use** or **meaning in context**. Although these definitions are accurate enough and perfectly adequate as a starting point, they are too general – for example, there are aspects of semantics, particularly semantics of the type developed since the late 1980s, which could well come under the headings of meaning in use or meaning in context. More up-to-date textbooks tend to fall into one of two camps – those who equate pragmatics with **speaker meaning** and those who equate it with **utterance interpretation** (Thomas 1995: 2).

Thomas (1995: 21), however, criticized those two camps. She argues that the former camp was concerned primarily or exclusively with **speaker intention** and focuses on the speaker or producer of talk to the near exclusion of the hearer or receiver of talk. It must be obvious that for the speaker ambiguities of sense, reference or structure rarely, if ever, exist. In contrast, those who operate the utterance interpretation definition of pragmatics focus almost exclusively on the process of interpretation from the point of view of the **hearer**. Their focus on the way in which hearers reach a particular interpretation is accompanied by a refusal to take account of the social constraints on the utterance production. Therefore, in this study I work toward the definition of pragmatics as **meaning in interaction**. This reflects the view that meaning is not something which is inherent in the words alone, nor it is produced by the speaker alone, nor by the hearer alone.

Making meaning is the dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance (physical, social, and linguistic) and the meaning potential of an utterance (Thomas 1995: 22).

Utterances not only have **sense** but also **force**. Austin as quoted by Thomas (1995:49) made three-fold distinction:

Locution   : the actual words uttered;
Illocution   : the force or intention behind the words;
Perlocution   : the effect of the illocution on the hearer.

For example, I might say: *It's too cold in here!* (Locution), meaning: *Please turn off the air conditioner!* (Illocution) and the perlocutionary effect will be that my addressee turns off the air conditioner. Part of the problem stems from the fact that the same locution could have a different illocutionary force in different contexts. E.g. *What time is it?* could depending on the context of utterance mean any of the following:

The speaker wants the hearer to tell the time;
The speaker is annoyed because the hearer is late;
The speaker thinks it is time the hearer went home;
(Thomas 1995:50).

Further, Richards (1995: 16) as cited by Hermasari (2009) contends that if all we did in using language was to say something, the theory of pragmatics would have to deal only with the issues such as: notions of literal/figurative intention, specifying of indexical, and resolving which leg of an ambiguity was meant. However, we do much more. We intend what we say to have a specific force. We make requests, make promises, make offers, etc which are called **illocutionary acts**. Austin originally (1960: 52) as quoted by Thomas (1995: 51)

used the term '**speech acts**' to refer to an utterance and the total situation in which the utterance is issued. Today the term speech acts is used to mean the same as illocutionary acts – in fact, you will find the terms **speech act**, **illocutionary act**, **illocutionary force**, **pragmatic force** or just **force**, all used to mean the same thing. In line with Austin, Searle (1980: vii) contends that the **speech acts theory** (SAT) starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, describing, etc. which are called illocutionary acts.

Close sight to naturally occurring conversation brings the fact that the same words can be used to perform different speech acts, vice versa different words can be used to perform the same speech act. The following utterances illustrate different ways of performing the speech act of *requesting someone to close the door*:

> Shut the door!
> Could you shut the door?
> Did you forget the door?
> Put the wood in the hole.
> Were you born in a barn?
> What do big boys do when they come into a room, Johnny?
> (Thomas 1995: 51)

In addition, Grundy (1995: 12) as cited by Hermasari (2009) argues that because pragmaticists are interested in the meaning of utterances, they are also interested in the **contexts** in which utterances occur since the two are closely integrated. Another way in which people try to make the way we say things

reflect context is in our use of **politeness phenomena**. For example, we know that: *Could I just borrow a tiny bit of paper* is a way of lessening a request, and must more likely to be acceded than: *Give me a sheet of paper.*

2.4 Requests

The last two examples above ('*could I just borrow a tiny bit of paper?'* and '*give me a sheet of paper*'? are conveyed by the speaker to expect some hearer action. Thus, in line with Blum-Kulka, Danet, and Gherson (1985) that mentioned a request as a prevent act that expresses a speaker's expectation about some prospective action, verbal, or non verbal on the part of the hearer. In other perspective, Searle (1976) as quoted by Hymes (1983: 93) includes request as directive speech acts. He argued that suggestions, requests, and command which primarily function is that count as attempts by the speaker (S) to get the hearer (H) to do something. They only differ in the force of attempt. The goals of requests include action (e.g. *Can you open the window?*), goods (e.g. *Can you pass me the salt*), information (e.g. *Do you know who our teacher is going to be this semester?*, and permission (e.g. *May I leave early?*), and the appropriateness of a particular goal which is determined by the social norms in which the speech acts are made.

Holmes ranks the differing forces of directive and representative speech functions (1983: 91) as shown below:

Speech functions	**Directive**	Representative

Speech acts	*command, order*	swear
	request	assert, state
	advise, recommend	claim
	invite	
	suggest	suggest
	hint	hypothesize

Increasing force

Increasing commitment to truth of proposition
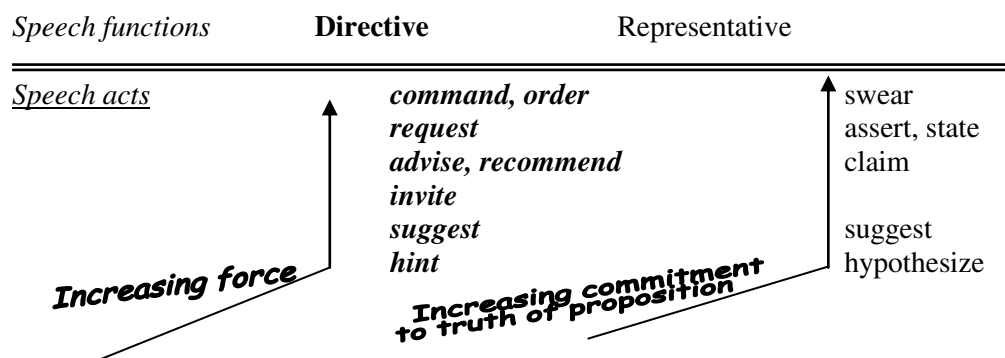
Figure 2.4.1*Degrees of Directives Forces and Representatives' Propositional Truth (Holmes 1983:91)*

The complexity of directives is not only raised from its force of attempts. The preceding examples show various forms as directives realization which also takes part in its complexity.

To account for the choice of directive forms, Ervin-Trip (1972) as cited by Hatch (1995: 122) found it helpful to classify directives into five types that include the relationship between the speaker and addressee roles:

a. Personal need/desire statements

    Example   : *I need/want X.*

    Addressee: Subordinates.

b. Imperative

    Example   : *Gimme X.*

    Addressee: Subordinates or familiar equals.

c. Imbedded imperative

    Example   : *Could you give me X (please/ok)?*

Addressee: Unfamiliar people; people who differ in rank or who are physically distant; someone who is in his or her territory; someone who is willingness to comply is in doubt.

d. Permission directive

Example   : *May I have X? Is there any X? Do you have X?*

Addressee: Someone who might not comply (upward more often than downward in rank); also used when there is an obstacle to compliance.

e. Question directives

Example   : *Have you got a match?*

Addressee: Someone who might not comply, so the question turns on the likely obstacle.

f. Hint (sometimes with humor)

Example   : *This has to be done over. What about X?*

Addressee: Persons with shared rules such as members of a family, people living together, and work groups.

Both situational and cultural factors influence use of these request strategies. Different cultures seem to agree on general trends of situational variation. For example, a big favor usually comes with more indirect and/or polite strategies than a low-imposition request. Friends use more casual requests than acquaintances provided that the content of the request is the same. However, the specific directness levels appropriate for given situations might differ cross-culturally. A certain language may tend to use more direct-level requests than

other languages equally in an appropriate manner within the culture. Because the choice of request strategies directly affects how face-threatening the speech act will be, making a request is especially delicate preposition. Thus, request strategies link to the choice of politeness strategies the speaker chooses in conveying request.

2.4.1 Politeness Strategies in Face Threatening Acts

According to Brown and Levinson (1987), **politeness strategies** are communicative devices for redressing the threats inherent in verbal and nonverbal utterances. Generally, politeness strategies are divided into two, **positive politeness** which aims to protecting the individual's desire to be evaluated positively, for example by expressing admiration for the addressee; and **negative politeness** which accounts for the individual's desire to act free from impositions, for example, by emphasizing that the final decision is up to the addressee. Brown and Levinson (1978: 101-227) developed a model of politeness, in which they distinguish a number of options or 'strategies' available to the speaker. First, the speakers can choose to perform the act or not to perform it. If the act is performing it can be 'off-record' or 'on-record'. On –record acts can be baldly on record or can involve 'face-saving activity'. The latter can take the form of a 'positive strategy' or a 'negative strategy'. The former involves some kind of attempt to establish solidarity with the addressee by emphasizing commonality. It likely occurs when there is minimal social distance and little power difference between the participants. A negative strategy involves performing the act in such a way that the difference is shown to the hearer. The aim is to give the hearer a

way out of compliance with the act. It is used when the power difference between the participants is considerable. The schematic representation of Brown and Levinson's (1978) politeness model bellows will explain the politeness strategy.

```
act not chosen
|                    off record
|
| act chosen  ——|                     bald on record
|               |  on record ——|
|                              |
|                              face-saving ——|  negative
                               activity          strategy
                                              |
                                              |  positive
                                                 strategy
```
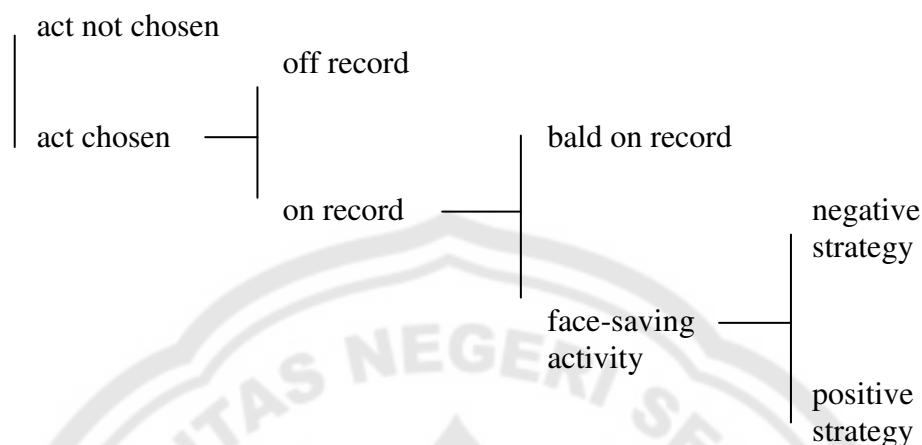
Figure 2.4.2_The distribution of politeness strategies (Brown and Levinson: 1987)_

Further, Brown and Levinson stated that everybody has face needs or basic wants, and people generally cooperate in maintaining each others' face, and partially satisfying each other's face needs. Therefore, politeness involves showing concern for two different kinds of face needs: _first,_ negative face needs or the need not to be imposed upon; and _secondly,_ positive face needs the need to be liked and admired. Behavior which avoids 'threatening their face' is described as evidence of **negative politeness**, while sociable behavior expressing warmth towards an addressee is **positive politeness** behavior (Brown and Levinson 1987 as cited by Holmes (1995: 5).

Thus, the choice of request strategies is tightly correlated to this term as Holmes (1995: 5) proposes that any utterance which could be interpreted as making demand or intruding on another person's autonomy can be regarded as

face-threatening acts (FTA), i.e. suggestions, advice and requests can be regarded as face-threatening acts, since they are potentially impede the other person's freedom. Further, she contends that polite people avoid obvious face-threatening acts, such as insult and orders; they generally attempt to reduce the threat of unavoidable face threatening acts such as requests or warning by softening them, or expressing them indirectly; and they use positively polite utterances such as greetings and compliments where possible.

Different cultural and linguistic groups express politeness differently, therefore, we can say that politeness strategies are 'culture dependent'. The preceding example of politeness strategy used by native speaker of Arabic, Yiddish, Farsi, Indonesian, or Japanese, i.e. the tendency of refusing some offer (e.g. meal) as an initial response which must not be taken literally since it may mean that the offer should be repeated more insistently, shows the crucial of culture towards the interpretation of politeness strategies.

According to Brown and Levinson, if an FTA is unavoidable so that speaker has to perform it, thus, there are four possibilities:

a.   Perform the FTA on-record (bald-on-record);

b.   Perform the FTA on-record without redness using positive politeness;

c.   Perform the FTA on-record with redness using positive politeness;

d.   Perform FTA using off-record strategies.

And when S feels that the threat is too great s/he may decide to avoid performing the FTA altogether (Do not do the FTA).

Making request is inspirable from politeness strategies, mainly because of the need to avoid threats to hearer's face and to gain compliance from the hearer. Because the large degree of imposition that making a request places upon one's interlocutor(s), numerous studies have examined its function to gain understanding of its use and interpretation in different cultures. Fukushima (2000), for example conducted a cross-cultural study of polite request strategies in British and Japanese undergraduate respondents use different politeness strategies when making requests. He concluded that perception of power, social distance, and the weight of imposition influenced politeness strategy choice in the two cultures differently.

2.4.2 Request Strategies

According to the research done by Blum-Kulka (1989) in Cross-Cultural Speech Act Realization Project (CCSARP), Conventional indirectness may be universal and in fact, generally the most commonly employed level of directness, occurring over half of the time in Hebrew and in Argentinean Spanish, and much more often in Australian English. The distribution of main strategy types in Australian English, Canadian French, Hebrew, and Argentinean Spanish is presented below.

Figure 2.4.3*The distribution of main strategy types in Australian English, Canadian French, Hebrew, and Argentinean Spanish(Blum-Kulka; 1989)*

Request Strategy	Australian English	Canadian French	Hebrew	Argentinean Spanish
Direct	10%	24%	33%	49%
Conventionally Indirect	82%	69%	59%	58%
Non-conventionally Indirect (hint)	8%	7%	8%	2%

Figure 2.4.4 *The Rank-ordered distribution of sub strategies of conventional indirectness in Australian English, Canadian French, Hebrew, and Argentinean Spanish(Blum-Kulka; 1989)*

	Australian English		Canadian French		Hebrew		Argentinean Spanish	
1	can/could	67%	can/could	69%	Can	41%	can/could	69%
2	will/would	18%	want	11%	Possibility	33%	Prediction	15%
3	would you mind	11%	possibility	10%	willingness/ readiness	18%	future + politeness formula	8%
4	possibility	2%	prediction	5%	Perhaps	7%	would you mind	6%
5	how about	1%	would you mind	3%	do you mind	1%	why don't you	3%
6	why don't you	1%	future + politeness formula	3%				

While the overall distribution along the scale of indirectness follows similar patterns in all languages, the specific proportions in the choices between the more direct and less direct strategies were found to be culture-specific. Choice of politeness strategies is influenced by both situational and cultural factors which interact with each other. Proper request expressions are often preceded by prerequests that are face-saving for both interlocutors. Prerequests check feasibility of compliance and overcome possible grounds for refusal. For example, by first asking '*Are you free tonight?*' the speaker might try to check physical

availability of the interlocutor. Since no actual request has been issued, a negative answer at this preliminary stage is face-saving. Speakers can also back out of admitting request intent and the hearers can avoid a request interpretation of the pre-request. Sometimes the prerequests may also function as an indirect request and can be an effective strategy to achieve the speaker's goal. In response to '*Are you free tonight?*'.The interlocutor might offer help, '*Do you need help with your paper?*' In this case, the speaker spares the need for an explicit request and again saves face.

Further Blum-Kulka, House, and Kesper (1989) developed the scale in the Cross Cultural Speech Act Realization Project (CCSARP) in order to categorize the wide range of request type. These strategies can be grouped as follow:

a. Direct requests

   i. Mood derivable

   The grammatical mood of the verb in the utterance marks its illocutionary force as a request.

   e.g. *Leave me alone.*
   Clean up this mess, please.
   Clean up the kitchen.

   ii. Explicit performatives

   The illocutionary force of the utterance is explicitly named by the speakers.

   e.g. *I'm asking you to clean up the kitchen.*
   I'm asking you not to park the car here.

   iii. Hedged performatives

   Utterances embedding the naming of the illocutionary force.

e.g. *I'd like to ask you to clean the kitchen.*
I'd like you to give your lecture a week earlier.

iv. Obligation statements

The illocutionary point is directly derivable from the semantic meaning of

the locution.

e.g. *You'll have to clean up the kitchen.*
Ma'am, you'll have to move your car.

v. Want statements

The utterance expresses the speaker's intentions, desire or feeling vis á vis

the fact that the hear do X.

e.g. *I really wish you'd clean up the kitchen.*
I really wish you'd stop bothering me.

b. Conventionally Indirect Requests

i. Suggestory formulae

The sentence contains a suggestion to X.

e.g. *How about cleaning up?*
Why don't you get lost?
So, why don't you come and clean up the mess you made last night?

ii. Query preparatory

The utterance contains reference to preparatory conditions, such as ability or

willingness, the possibility of the act being performed, as conventionalized

in any specific language.

e.g. *Could you clean up the kitchen, please?*
Would you mind moving your car, please?

c. Non-conventionally Indirect Requests

Request hints are opaque or obscure in nature and the speaker exploits their opacity while getting the hearer to carry out the implicitly requested act. In other words, they tend to lack transparency and clarity. There is a gap between the speaker's intended meaning and the literal meaning; the hearer should not take the speaker's utterance word-for-word but should infer the hidden intended message. The hearer identifies an utterance as a hint when the speaker does not appear to be intentionally conveying the meaning that the utterance actually has in reality. Opacity leaves the hearer uncertain as to the speaker's intentions and at the same time leaves the speaker the possibility to deny the request interpretation. The recipient of the request also has the potential to opt out, rejecting the interpretation that the speaker has made a request. Blum-Kulka et al. (1989) distributed the request hints into two kinds of strategies.

i. *Strong hints*

The utterances contain partial reference to object or to elements needed for the implementation of the act, directly pragmatically implying the act.

e.g. *You have left the kitchen in a right mess.*

ii. *Mild hints*

Utterances that make no reference to the request proper or any of its elements but are interpretable through the context as requests, indirectly pragmatically implying the act.

e.g. *I'm a nun (in response to a persistent hassle).*

These categorizes are relatively standard. However, the term **direct request** and **indirect request** can be misleading. Direct request as well as indirect intention-derivable and statement of wanting requests, can be perceived as orders or as rather pushy requests. The supportive moves used to mitigate (or aggravate) the force of the request can either be internal or external the speech act itself. Internal modifications are apart of the request itself and include softening words and phrases such as *please, just,* and *only*. External modification can occur before or after the request.

According to Blum-Kulka & Olshtain (1984), Internal and external modifications are important mitigating devices to minimize the imposition on the recipient of the request. Internal modification occurs in the head act often in the form of words or phrases, and consists of downgraders and upgraders. External modification, referred to as "supportive moves," takes place before or after the head act. Although, the request sequence in English (Australian/American/British), French (Canadian), Danish, German, Hebrew, Japanese, and Russian has been divided in the literature into the three segments, that are attention getter/alerter which then followed by internal modifications and supportive moves.

a. Attention getter/Alerter

To get the attention of the hearer. Its include addressee term

e.g. *Denny,....*

b. Internal modification

i. Downgraders

(a) Syntactic downgraders

    i) Interrogative (e.g. *Could you do the cleaning up?*)

    ii) Negation (e.g. *Look, excuse me. I wonder if you wouldn't mind dropping me home?*)

    *iii)*Past Tense (e.g. *I wanted to ask for a postponement.*)

    *iv)*Embedded 'if' clause (e.g. *I would appreciate it if you left me alone.*)

(b) Lexical/phrasal downgraders

    i) Consultative devices

    The speaker seeks to involve the hearer and bids for his/her cooperation.

    e.g. *Do you think I could* borrow your lecture notes from yesterday?

    ii) Understaters

    The speaker minimizes the required action or object.

    e.g. Could you tidy up *a bit* before I start?

    *iii)*Hedges

    The speaker avoids specification regarding the request.

    e.g. It would really help if you *did something* about the kitchen.

    *iv)*Downtoner

    The speaker modulates the impact of the request by signaling the possibility of non-compliance.

    e.g. Will you be able to *perhaps* drive me?

    v) Politeness devise

    e.g. Can I use your pen for a minute, *please?*

ii. *Upgraders*

(a) Intensifiers

The speaker over-represents the reality.

e.g. Clean up this mess, it's *disgusting*.

(b) Extensifiers

The speaker explicitly expresses negative emotional attitudes.

e.g. You still haven't cleaned up that *bloody* mess!

c. External modification (supportive moves)

While internal modification in the head act may mitigate or aggravate the request, supportive moves affect the context in which they are embedded, and thus indirectly modify the illocutionary force of the request. Blum-Kulka et al. (1989) distributed the external modification into five types.

i. *Checking on availability*

The speaker checks if the precondition necessary for compliance holds true.

e.g. *Are you going in the direction of the town?* And if so, is it possible to join you?

ii. *Getting a precomittment*

The speaker attempts to obtain a precommital.

e.g. *Will you do me a favor?* Could you perhaps lend e your notes for a few days?

iii. *Sweetener*

By expressing exaggerated appreciation of the requestee's ability to comply with the request, the speaker lowers the imposition involved.

e.g. *You have the most beautiful handwriting I've ever seen!* Would it be possible to borrow your notes for a few days?

iv. Disarmer

The speaker indicates awareness of a potential offense and thereby possible refusal.

e.g. Excuse me, *I hope you don't think I'm being forward,* but is there any chance of a lift home?

v. Cost minimizer

The speaker indicates consideration of the imposition to the requestee involved in compliance with the request.

e.g. Pardon me, but could you give a lift, *if you're going my way*, as I just missed the bus and there isn't another one for an hour.

Requests usually include reference to the requester, the recipient of the request, and/or the action to be performed. The speaker can manipulate requests by choosing from a variety of perspectives (Blum-Kulka, S., House, J., & Kasper, G., 1989) in making request. Thus, the **request perspective** can be based on:

a. *Hearer – oriented*

The request emphasizes on the role of the hearer.

e.g. *Could you clean up the kitchen, please?*

b. *Speaker – oriented*

The request emphasizes on the speaker's role as the requestor.

e.g. *Do you thing I can borrow your note from yesterday's class?*

c. *Speaker – and – hearer – oriented*

The request is emphasizes on both the speaker and the hearer.

e.g. *So, could we tidy up the kitchen soon?*

d. *Impersonal*

    e.g. *So, it might be not a bad idea to get it cleaned up*

        In Australian English, Hebrew, Canadian French, and Argentinean Spanish, the most popular approach to requests is to make them hearer-oriented. The next most popular choice varies across these languages. While for English and French, it is speaker-oriented requests, the second most commonly used strategy in Hebrew is a conventionalized impersonal construction ('is it possible to'). Speaker-oriented requests are often by appearance a request for permission which implies that the recipient of the request has control over the speaker. Hence, speaker-oriented requests avoid the appearance of trying to control or impose on the hearer and are therefore perceived as being more polite. The distribution of the study above can be seen as follow.

Figure 2.4.5 *The distribution of perspectives in requests in Australian English, Hebrew, Canadian French, and Argentinean Spanish (Blum-Kulka; 1989)*

	Hearer-oriented	Speaker-oriented	Inclusive	Impersonal
Australian English	62%	33%	2%	3%
Hebrew	55%	14%	1%	30%
Canadian French	70%	19%	6%	5%
Argentinean Spanish	97%	1%	2%	

        Requests in any languages are made in consideration of a number of social and situational factors. Although it may not so overt at times, cultures have been found to differ as to which factors count more than others, and languages vary in

the extent to which they switch directness levels by situation (Blum-Kulka et al.,

1989). Some of the social/situational factors include:

a. relative dominance of the requester in relation to the hearer (power)

b. relative social distance (familiarity) between the interlocutors

c. hearer's degree of obligation in carrying out the request

d. the right the speaker has to issue the request

e. estimated degree of difficulty the speaker has in making the request

f. estimated likelihood of compliance on the part of the hearer.

CHAPTER III

METHOD OF INVESTIGATION

The data were taken from the participants' realization strategies of requests in certain situations consisting of seven different situations in which each situation was supposed to have different social distance, degree of imposition, gender, and power in the form of written elicitation. The elicitation prompts were given in Bahasa Indonesia in the purpose of avoiding misunderstanding. The data analysis was done qualitatively by means of describing the requests using request strategies proposed by Blum- Kulka et al (1989).

3.1 Approach of the Study

The analysis approach is in the sense that utterances produced by participants of the study are described qualitatively. It concerned with the speech act practice especially request. Aquino (2006: 61) states that research which ascertains prevailing conditions in a group or case under study is descriptive one. Qualitative research presents the data and result in comprehensive description instead of presenting it statistically.

3.2 Participant of the Study

The participants of the study were the English Department of Semarang State University (UNNES) students on senior year who have learnt English for about ten years on formal education.

3.3 Types of the Data

The data of the study were the participants' utterances based on the prompted request of different situations; in which they were expected to produce different realization based on their social constraint related to the setting. Pursuing the validity of the data, I chose not to give the situations in the English but in Indonesian with the consideration that English situation raises the possibility of confusions and/or misunderstanding which were risky.

3.4 Unit of Analysis

The analysis was conducted based on the participants' utterances in responding the situations. The participants' responses can be found in appendix 4 which were rewritten as they were without any corrections.

3.5 Data Collection

The participants were given a written instruction to respond request in seven socially differentiated situations. That was intended to assess their awareness of the distinctive strategies they had to choose which indicate their sociolinguistics competence. The elicitation prompts were intentionally written in Indonesian with the purpose of avoiding any lexicogrammatical hints (for instance vocabulary and spelling). Their responses were in the written elicitation form.

3.6 Data Analysis

The technique of data analysis was done qualitatively by means of describing them using request strategies proposed by Blum-Kulka et al. (1989) CCSARP (Cross Cultural Speech Acts Realization Project) coding scheme. The coding scheme classified request into three level of directness: direct, conventionally indirect, and non-conventionally indirect. Through this scale, I was able to identify request strategies types as produced by the participants.

CHAPTER IV

FINDINGS AND DISCUSSION

The findings of the study are analyzed under each request realizations that were produced by the participants determined by the request strategies proposed by Blum-Kulka, et al. (1989). The focus of the request realization investigation is not only in the strategies that they use but also the context of situation and the participants themselves. The discussion of each request realization is explored for how and why the participants use request strategies in the situations given. The request realizations under discussion are varied in terms of the participants involved and the differences of the situations.

The data analysis involves presenting the distribution of request strategies types used by the English Department learners in senior year of Semarang State University across seven situations in male-male interaction, male-female interactions, female-female interaction, and female-male interaction, interaction.

4.1 Responses to Prompt 1

The first prompt provides the participants an informal situation between close friends which has equal power and minimal social distance with low degree of imposition.

4.1.1. Male-Male Interactions

In this situation all of male participants use same strategy to respond it that is conventionally indirect strategy in the sub level of query preparatory. It can be seen by the phrase "*can you*" and "*can I*" in their responses. The use of phrase "*can you*" which is used by participant one indicates that he used hearer-oriented as his perspective. Differs from the first participant, the other male participants tend to use speaker oriented by using phrase "*can I*". The form of the request's responses show that all of them have a same strategy in modifying their request that is by using interrogative as downgrader in internal modification. In the alerter/getter, the only participant that uses it is participant fourth. He uses attention getter/alerter" *Hello, bro.*" to modify the strategy which indicates that he is acquainted with H. The fourth participant also adds other modifications like "*please*" as politeness devise in internal modification and external modification of cost minimizer which is shown by phrase "*I forget my pen*". The strategy of modifying request by adding cost minimizer as external modification also used by the first and second participants. From the lexicogrammatical view, the fourth participants failed to use the word "*forget*". Native speaker usually used the word "*forget*" in the past form because when they say that word, the already remember about something that they forgot before. So, it is better for the participant if he used "*forgot*" than "*forget*".

4.1.2. Female-Female Interactions

The conventionally indirect in the sub level of query preparatory is used by all female participants except the latest one who tends to use direct strategy than the others. Here, she uses mood derivable with impersonal as her perspective. Just like the strategy that mostly used by male participants above, the female participant also used modality, "*can*" and only one participant choose modal "*may*" to realize the prompt one. Most of them use downgrader internal modifications, especially in syntactic level that is interrogative. Although, the participant one intends to use more polite strategy by adding politeness devise "*please*". Still the same as male, most of female participants choose speaker-oriented as their perspective. It can be shown by the phrases they used in realizing their request, "*may I*" and "*can I*".

The realization strategies and the modifications can be best explained by the following tables.

Table 4.1 *The realization strategies used by the participants to respond prompt 1*

Partici pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	Query preparatory	-	Hearer-oriented
2 (M)	-	Query preparatory	-	Speaker-oriented
3 (M)	-	Query preparatory	-	Speaker-oriented
4 (M)	-	Query preparatory	-	Speaker-oriented
5 (M)	-	Query preparatory	-	Speaker-oriented
6 (F)	-	Query preparatory	-	Speaker-oriented
7 (F)	-	Query preparatory	-	Speaker-oriented
8 (F)	-	Query preparatory	-	Speaker-oriented

9 (F)	-	Query preparatory	-	Speaker-oriented
10 (F)	Mood derivable	-	-	Impersonal

Partici pants	Attention getter/ Alerter	Modifications			
		Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	-	Interrogative	-	-	Cost minimizer
2 (M)	-	Interrogative	-	-	-
3 (M)	-	Interrogative	-	-	Cost minimizer
4 (M)	Greeting; Discourse marker	Interrogative	Politeness devise	-	Cost minimizer
5 (M)	-	Interrogative	-	-	-
6 (F)	-	Interrogative	Politeness devise	-	Cost minimizer
7 (F)	Discourse marker	Interrogative	-	-	-
8 (F)	-	-	Politeness devise	-	-
9 (F)	Greeting	Interrogative	-	-	Cost minimizer
10 (F)	-	Interrogative	-	-	-

4.2 Responses to prompt 2

The second prompt provides the participants an informal situation between casual friends which has relatively equal power and relatively minimal social distance with low degree of imposition.

4.2.1. Male-Female Interactions

The prompt two presents an informal situation which is between casual friends. This situation provides relatively equal power and it causes more indirect way of request. In order to realize this situation, all male participants use the same strategy that is indirect strategy in the sub level of query preparatory using interrogative form of request. Mostly, they add apologetic as their alerter/getter

as shown by the first participant "*I'm sorry*" and "*excuse me*" used by the third and fourth participants. Though the participant number two rather use name "*Intan*" than the other as alerter/getter. Those participants choose interrogative as internal modifications in the level of syntactic by using modality "*may*", "*would*", and "*will*". The first four participants use external modification to modify their requests. All of them use disarmer to indicate awareness of a potential offense and possibility of refusal as presented by the first participant "*I think we're in the same direction*" and "*I think we're in the same route*" by the fourth participant. The other two use a reason "*My motorcycle was being repaired*" by the second participant and "*I can't find bus here*" by the fourth participant as disarmer. In general, speaker-oriented "*may I*" is the most often perspective used by male participants and only two of them use hearer-oriented "*would you*" and "*will you*" as chosen by the last two male participants.

4.2.2. Female-Male Interactions

All female participants in the second prompt choose conventionally indirect strategy in the sub level of query preparatory on the speaker-oriented. The first three participant realize it by using modality + I like "*may I*" and "*can I*" by the other two. They choose different modifications to make their requests more polite. Some of them use both internal and external modification but the other use alerter and internal modification. The alerter/getter is found in the first three female participants who use discourse marker "*hi*" by participant six and seven, name "*Tom*" by seventh participant and apologetic "*excuse me*" by the eight participant. While the three participants above use alerter/getter to softer the request

strategies, the other two participants avoid using it. The other modification used by the participants is internal modification in the syntactic level that is interrogative by using modality. Then the external modification "*We are in the same way*", used by participant six shows that she uses disarmer to modify her request. It is different as the seventh and ninth participants who prefer add external modification checking on availability "*Are you alone?*" and "*Do you go home just yourself?*". For the ninth participant, she not only uses checking on availability but also disarmer "*I don't bring my motorcycle*" as her external modification. The use of external modification by and nine seem to decrease he social distance among S and H. In the matter of vocabulary choices, the participant number six seems failed in using word "*fare*". The word "*fare*" is usually used to call taxi's passenger. And the phrase "*may I have a fare with you?*" is uncommon in English. Beside, using capital latter in the middle sentence is not allowed since the word is not a name of someone or something or title.

The realization strategies and the modifications can be best explained by the following tables.

Table 4.2 *The realization strategies used by the participants to respond prompt 2*

Partici-pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	Query preparatory	-	Speaker-oriented
2 (M)	-	Query preparatory	-	Speaker-oriented
3 (M)	-	Query preparatory	-	Speaker-oriented
4 (M)	-	Query preparatory	-	Hearer-oriented

5 (M)	-	Query preparatory	-	Hearer-oriented
6 (F)	-	Query preparatory	-	Speaker-oriented
7 (F)	-	Query preparatory	-	Speaker-oriented
8 (F)	-	Query preparatory	-	Speaker-oriented
9 (F)	-	Query preparatory	-	Speaker-oriented
10 (F)	-	Query preparatory	-	Speaker-oriented

Partici pants	Modifications				
	Attention getter/ Alerter	Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	Apologetic	Interrogative	Consultative device	-	Disarmer
2 (M)	Names	Interrogative	-	-	Disarmer
3 (M)	Apologetic	Interrogative	-	-	Cost minimizer
4 (M)	Apologetic	Interrogative	Consultative device	-	Cost minimizer
5 (M)	-	Interrogative	-	-	-
6 (F)	Discourse marker	Interrogative	-	-	Cost minimizer
7 (F)	Discourse marker; Names	Interrogative	-	-	Checking on availability
8 (F)	Apologetic	Interrogative	-	-	-
9 (F)	-	Interrogative	-	-	Checking on availability
10 (F)	-	Interrogative	-	-	-

4.3   Responses to prompt 3

The first prompt provides the participants an informal situation between close

friends which has equal power and minimal social distance with high degree of

imposition.

4.3.1. Male-Female Interactions

The third prompt implies an across interaction with high degree of imposition.

Here, all participants choose conventionally indirect strategy in the sub level of

query preparatory. In the perspective of request most of them prefer to use speaker-oriented by using "may *I*" and "*can I*" to the other perspective and only one participant who use hearer-oriented, "*could you*". The interrogative form is still used by the participants to realize the prompt 2. There are only two participants who add alerter/attention getter but all of them use internal modification that can be seen by their requests form that is interrogative. The attention getter found in the first and second participants, that is "*Hai* guys" which is greeting and discourse marker by the first participant and "*Cindy*" which the name of S's friend as alerter. Besides, four of them also add external modifications. The phrase "*I need it now*", "*I want to go to Dekanat*" and "*I am in a hurry now*" participant phrases to minimize the imposition in this situation. Further, those phrases are called cost minimize which is an external modification in request strategies. Another external modification found in male-female interaction in realizing the prompt three is checking on availability. "*Will you use your motorcycle right now?*" is the phrase used by the third participant. Some of the participants also minimize the required of action or object by adding understaters "*... for a while*" by participant two and "*… for a moment*" by participant three. Conversely, the last male participant rather adding politeness devise "*please*" as downgrader in internal modification.

4.3.2. Female-Male Interactions

The two different strategies are used by the female participants; there are query preparatory which used by four of them and want statement used by the eighth participant. Similar as the male participants, most participants choose

conventionally indirect strategy in the level of query preparatory in the perspective of speaker-oriented by using modality. In the modifications, they use different ways to modify their request. Though, the internal modification is mostly used in the interrogative form. As the male participants above, alerter/attention getter is only used by two participants. The first is mentioning H's name "*Ndra*" and using discourse marker "*Yo bro*". The modifications found in male responses to realize prompt two is more various than the female. Here, only one participant uses politeness devise "*please*" as lexical/phrasal downgrader in internal modification, cost minimize "*I need to meet my lecturer now*" and checking on availability "*Is it free, isn't it*" as external modification. In female participants here, there are two participants who use an exactly a same request strategies and modification, that are the eight and tenth participants who realize their request using "*Can I borrow your motorcycle*" without any other modifications than interrogative form.

The realization strategies and the modifications can be best explained by the following tables.

Table 4.3 *The realization strategies used by the participants to respond prompt 3*

Partici-pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	Query preparatory	-	Speaker-oriented
2 (M)	-	Query preparatory	-	Speaker-oriented
3 (M)	-	Query preparatory	-	Speaker-oriented
4 (M)	-	Query preparatory	-	Speaker-oriented

5 (M)	-	Query preparatory		-	Hearer-oriented
6 (F)	-	Query preparatory		-	Speaker-oriented
7 (F)	-	Query preparatory		-	Speaker-oriented
8 (F)	-	Query preparatory		-	Speaker-oriented
9 (F)	Want statement	-		-	Speaker-oriented
10 (F)	-	Query preparatory		-	Speaker-oriented

Partici pants	Modifications				
	Attention getter/ Alerter	Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	Greeting; Discourse marker	Interrogative	-	-	Cost minimizer
2 (M)	Names	Interrogative	Understaters	-	Cost minimizer
3 (M)	-	Interrogative	Understaters	-	Checking on availability
4 (M)	-	Interrogative	-	-	-
5 (M)	-	Interrogative	Politeness devise	-	Cost minimizer
6 (F)	-	Interrogative	Politeness devise	-	-
7 (F)	Names	Interrogative	-	-	Cost minimizer
8 (F)	-	Interrogative	-	-	-
9 (F)	Discourse marker	-	-	-	Checking on availability
10 (F)	-	Interrogative	-	-	-

4.4 Responses to prompt 4

The first prompt provides the participants an informal situation between stranger and a police which has unequal power and maximal social distance with low degree of imposition.

4.4.1. Male-Male Interactions

Making request to someone we never know is not as easy as when we make request to the one we know well. Thus, the prompt four sets to know what strategy that the participants used to convey their request. From the results, the participant 1, 2, and 4 prefer to use non-conventionally indirect request that is strong hints. They convey the utterances which contain partial reference to object or to elements needed for the implementation of the act, directly pragmatically implying the act, using interrogative form. In the request perspective, the first two participants choose impersonal while the other two use hearer-oriented, while the fourth participant use speaker-oriented as their perspective. The all male participants modify their strategies to make their request more polite by adding alerter or attention getter. The first participant chooses both apologetic "*excuse me*" and discourse marker "*sir*" and the third and fifth participants as well, while the other only use discourse marker like "*Mr. Policemen*" and "*Sir*". In internal modification, all of them use interrogative as downgraders which can be seen in their requests form. Although, only the third and fourth participant are the participants who add external modification "*may I ask you?* as getting a precomittment to obtain a precommital modifications and "*Do you know orchad road?*"to check on H availability. In the lexicogrammatical aspect, some off the participants should more concern in capitalization because they still make a mistake in write street's name like "*...orchad road*" or discourse marker like "*sir*", the first letter orchad, road and sir must be written in capital letter. Besides, the first participant also makes a mistake in using punctuation in his

alerter/attention getter which is written "*Excuse me sir,*" that should be written "*Excuse me, Sir.*"

4.4.2. Female-Male Interactions

All female participant use query preparatory except the eighth participant who prefers use strong hints to the other strategies. In the request perspective, all of them choose hearer-oriented to convey their request. The other similarity is in modifying their request. The downgraders internal modification in the level of syntactic level that is interrogative is used by the five female participants. While the latest participant does not use any alerter, the other choose apologetic with discourse markers to modify their request. "*excuse me, Sir*" is the participant favorite alerter. Capitalization seems to be a big problem for the participants. As the participant nine and ten did, the first one wrote "*excuse*" all in small letter whereas it is the first word in a sentence. That is similar as the latest participant who uses small letter to begin a name of a street.

The realization strategies and the modifications can be best explained by the following tables.

Table 4.4 *The realization strategies used by the participants to respond prompt 4*

Partici pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	-	Strong hints	Impersonal
2 (M)	-	-	Strong hints	Impersonal

3 (M)	-	Query preparatory	-	Hearer-oriented
4 (M)	-	-	Strong hints	Speaker-oriented
5 (M)	-	Query preparatory	-	Hearer-oriented
6 (F)	-	Query preparatory	-	Hearer-oriented
7 (F)	-	Query preparatory	-	Hearer-oriented
8 (F)	-	-	Strong hints	Hearer-oriented
9 (F)	-	Query preparatory	-	Hearer-oriented
10 (F)	-	Query preparatory	-	Hearer-oriented

Partici-pants	Attention getter/ Alerter	Modifications			
		Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	Apologetic; Discourse marker	Interrogative	-	-	-
2 (M)	Discourse marker	Interrogative	-	-	-
3 (M)	Apologetic; Discourse marker	Interrogative	-	-	Getting a precomittment
4 (M)	Discourse marker	Interrogative	-	-	Checking on availability
5 (M)	Apologetic; Discourse marker	Interrogative	-	-	-
6 (F)	Apologetic; Discourse marker	Interrogative	-	-	-
7 (F)	Apologetic; Discourse marker	Interrogative	-	-	-
8 (F)	Apologetic; Discourse marker	Interrogative	-	-	-
9 (F)	Apologetic; Discourse marker	Interrogative	-	-	Disarmer
10 (F)	-	Interrogative	-	-	-

4.5   Responses to prompt 5

The first prompt provides the participants an informal situation between host/hostess and servant which has unequal power and minimal social distance with low degree of imposition.

4.5.1. Male-Female Interactions

Making request to one who has lower power than us is mostly in direct ways. Those what male participants show us in responding prompt five. The first four participants choose mood derivable direct strategy, while the last one prefers using want statement. In request perspective, the participant 1,2, and 3 use impersonal like "*...prepare my meal for picnic*", "*prepare my supplies for tomorrow picnic*" or "*prepare all the things I need*" but the other like to use speaker-oriented like "*prepare me some food*" or hearer-oriented by using modality "*can you*" as their perspective. To modify their requests, participant one and four only use downgraders as internal modifications in the lexical/phrasal level that is politeness devise "*please*" to make their requests softer.. In the alerter modification, the only one who uses it is participant two. He uses both discourse marker and names "*Bi Inah*" to show that S has higher power than H. If the fifth participant only use external modification checking on availability "*Prepare it, can you?*" the third participant use both internal and external modification. He uses interrogative and politeness devise "*please*" as internal modification and cost minimizer "*I'll have a picnic tomorrow morning*" to modify the strategy. Still, capitalization is a big problem for the participants. It is seen from participant four

response who write "*prepare*" all in small letter, though it is the first word in his sentence.

4.5.2. Female-Female Interactions

The three female participants (participant 6, 9, and 10) here choose the same strategy, perspective and request modifications in conveying request. All of them use query preparatory in the hearer-oriented as their perspective. The only modification that they use is interrogative using modality "*may I*" and "*can I*". Those are different from the other two, which prefer to use direct request. They use mood derivable which is one of sub level in direct request. Both of them choose the same perspective that is impersonal in conveying their request. Though, the differences are laying in the request modification. While the seventh participant use all modification, the latest one only choose politeness devise "*please*" as her internal modification. In seventh participant's strategy, she adds utterance "*Bi, I will go picnic today.*" before she utters the head act. It shows that she modify her request by adding alerter "*Bi*" and external modification cost minimizer "*I will go picnic today*" to minimize the power between S and H. Besides, she also uses politeness devise "*please*" as her internal modification in lexical/phrasal level. This fact comes from the female responses differ from the male responses. While the all male participants tends to use mood derivable which is a sub level of direct strategy, the most females responses are in query preparatory which is an indirect strategy in request. As well as the male participant, the females also make mistake in using capitalization. The phrase "*can you prepare…*" and "*can you make…*" are all in small letter, even "*can*" is

the first word in those sentences. Thus, it will be better if he write the phrase by using capital letter in the first letter of the most beginning word like "*Can you prepare…*" and "*Can you make…*"

The realization strategies and the modifications can be best explained by the following tables.

Table 4.5 *The realization strategies used by the participants to respond prompt 5*

Partici-pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	Mood derivable	-	-	Impersonal
2 (M)	Mood derivable	-	-	Impersonal
3 (M)	Mood derivable	-	-	Impersonal
4 (M)	Mood derivable	-	-	Speaker-oriented
5 (M)	Want statement	-	-	Speaker-oriented
6 (F)	-	Query preparatory	-	Hearer-oriented
7 (F)	Mood derivable	-	-	Impersonal
8 (F)	Mood derivable	-	-	Impersonal
9 (F)	-	Query preparatory	-	Hearer-oriented
10 (F)	-	Query preparatory	-	Hearer-oriented

Partici-pants	Modifications				
	Attention getter/ Alerter	Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	-	-	Politeness devise	-	-
2 (M)	Discourse marker;	-	Politeness devise	-	-

	Names				
3 (M)	-	Interrogative	Politeness devise	-	Cost minimizer
4 (M)	-	-	Politeness devise	-	-
5 (M)	-	-	-	-	Checking on Availability
6 (F)	-	Interrogative	-	-	-
7 (F)	Discourse marker	-	Politeness devise	-	Cost minimizer
8 (F)	-	-	Politeness devise	-	-
9 (F)		Interrogative	-		
10 (F)	-	Interrogative	-	-	-

4.6 Responses to prompt 6

The first prompt provides the participants an informal situation between grandmother and grandchild which has unequal power and minimal social distance with low degree of imposition.

4.6.1. Male-Female Interactions

The first four male participants use the same strategy to respond prompt 6 which provides an informal situation and H has lower power with S. Based on this fact, the four male participants choose indirect strategies with hearer-oriented to convey their request. The first one uses some modification to avoid FTA that may arise in conveying request. Firstly is the alerter. Here, he uses two alerter that is apologetic and discourse marker "*Excuse me Grandma*". Then, he adds politeness devise "*please*" in his interrogative utterance. His strategy is almost same as the other two participants (2 and 4) who use similar strategy. The differences lie in the alerter and lexical downgraders. The first one use two alerter but the next two only use discourse marker "*Grandma*" without adding politeness

devise. While the other three participants add some modifications, the participant 3 only adds interrogative as syntactic downgraders. Differ from the first four participants above, this last male participant prefer to use want statement as direct strategy, although he adds some modifications to soften his request. He adds the three modifications at once. As alerter he choose discourse marker "*Grandma*" while in the internal modifications he prefers to use two lexical/phrasal downgraders. The utterance "*Is cooking interesting?*" shows us the consultative device as internal modification and checking on availability as external modification.

4.6.2. Female-Female Interactions

Almost the same as the male participants, the female participants also choose query preparatory. All of them use the same perspective as well that is hearer-oriented which is more polite a proper to this situation. The internal modification of syntactic level, interrogative, is also used by the participants. Here, they use modality "*would*" and "*could*" as their strategies. Beside the latest participant, four of them add "*Grandma*" to begin the request which also known as alerter/attention getter. The other modification /that is found in those strategies is politeness devise "*please*", which is chosen by participant 6 and 9. Although no one of them adds external modification to modify their request.

The realization strategies and the modifications can be best explained by the following tables.

Table 4.6 *The realization strategies used by the participants to respond prompt 6*

Partici-pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	Query preparatory	-	Hearer-oriented
2 (M)	-	Query preparatory	-	Hearer-oriented
3 (M)	-	Query preparatory	-	Hearer-oriented
4 (M)	-	Query preparatory	-	Hearer-oriented
5 (M)	Want statement	-	-	Speaker-oriented
6 (F)	-	Query preparatory	-	Hearer-oriented
7 (F)	-	Query preparatory	-	Hearer-oriented
8 (F)	-	Query preparatory	-	Hearer-oriented
9 (F)	-	Query preparatory	-	Hearer-oriented
10 (F)	-	Query preparatory	-	Hearer-oriented

Partici pants	Modifications				
	Attention getter/ Alerter	Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	Apologetic; Discourse marker	Interrogative	Politeness devise	-	-
2 (M)	Discourse marker	Interrogative	-	-	-
3 (M)	Discourse marker	Interrogative	-	-	-
4 (M)	-	Interrogative	-	-	-
5 (M)	Discourse marker	-	Politeness devise; Consultative devise	-	Checking on availability
6 (F)	Discourse marker	Interrogative	Politeness devise	-	-
7 (F)	Discourse marker	Interrogative	-	-	-
8 (F)	Discourse marker	Interrogative	-	-	-
9 (F)	Discourse marker	Interrogative	Politeness devise	-	-
10 (F)	-	Interrogative	-	-	-

4.7 Responses to prompt 7

The first prompt provides the participants an informal situation between student and teacher which has unequal power and maximal social distance with low degree of imposition.

4.7.1. Male-Male/Male-Female Interactions

All of the male participants use the same strategy in responding prompt 7. They choose query preparatory in hearer-oriented perspective. Even in the modification, some similarities can be found in their strategies as well. The first similarity is the alerter to address H which has higher power. All of them use discourse marker "*Sir*" or "*Mam*". Moreover three of them add apologetic "*pardon me*" or "*excuse me*" to produce more polite request. The next similarity is in the internal modifications. The three participants use the same downgraders internal modification in syntactic level that is interrogative form, but in lexical/phrasal level only participant one and two who add politeness devise '*please*". Cost minimizer is chosen by the participants, except participant 2 as their external modification.

4.7.2. Female-Female/Female-Male Interactions

As same as the male participants, the female participants also use same strategy in responding this last prompt which is query preparatory with hearer-oriented as their perspective. In the type of modifications, all of them use discourse marker "*Sir*" to greet H, except the latest participant who only use interrogative as her

modification. The apologetic like "*pardon me*" and "*sorry*" also used by
participant seven and nine to soften their request. The last modification that is
found from the above strategies is cost minimizer that used by the first four
female participant.

The realization strategies and the modifications can be best explained by
the following tables.

Table 4.7 *The realization strategies used by the participants to respond prompt 7*

Partici-pants	Request strategies			Request Perspective
	Direct	Conventionally Indirect	Non-conventionally Indirect	
1 (M)	-	Query preparatory	-	Hearer-oriented
2 (M)	-	Query preparatory	-	Hearer-oriented
3 (M)	-	Query preparatory	-	Hearer-oriented
4 (M)	-	Query preparatory	-	Hearer-oriented
5 (M)	-	Query preparatory	-	Hearer-oriented
6 (F)	-	Query preparatory	-	Hearer-oriented
7 (F)	-	Query preparatory	-	Hearer-oriented
8 (F)	-	Query preparatory	-	Hearer-oriented
9 (F)	-	Query preparatory	-	Hearer-oriented
10 (F)	-	Query preparatory	-	Hearer-oriented

Partici-pants	Modifications				
	Attention getter/ Alerter	Internal			External
		Downgraders		Upgraders	
		Syntactic	Lexical/Phrasal		
1 (M)	Apologetic; Discourse marker	Interrogative	Politeness devise	-	Cost minimizer
2 (M)	Discourse marker	Interrogative	Politeness devise	-	-
3 (M)	Apologetic; Discourse marker	Interrogative	-	-	Cost minimizer

4 (M)	Discourse marker	Interrogative	-	-	Cost minimizer
5 (M)	Apologetic; Discourse marker	Interrogative	-	-	Cost minimizer
6 (F)	Discourse marker	Interrogative	-	-	Cost minimizer
7 (F)	Apologetic; Discourse marker	Interrogative	-	-	Cost minimizer
8 (F)	Discourse marker	Interrogative	-	-	Cost minimizer
9 (F)	Apologetic; Discourse marker	Interrogative	-	-	Cost minimizer
10 (F)	-	Interrogative	-	-	-

From the above findings the participants tend to use conventionally indirect strategy in the sub level of query preparatory (80%). Both male and female participants show that they prefer to use that strategy than the others. In request perspective, there are two perspectives which mostly used that are speaker-oriented (45%) and hearer-oriented (44%). The speaker-oriented is mostly used by the male participants (49%) while hearer-oriented is mostly used by female participants (51%), but none of them uses speaker-hearer-oriented in their requests. Internal modification is the most favorite modifications used by the participants which shown by 88% of participants who add internal modification in their requests. Overall, male participants use more often modifications than the female participants.

4.8 The Distribution of the realization strategies

The realization strategies and the modifications of the above findings can be best

explained by the following tables.

Table 4.8.1 *Distribution of main request strategy types by English Department of Semarang State University Learner on senior years*

Request Strategy	Male	Female	Participant
Direct	17%	11%	14%
Conventionally Indirect	74%	86%	80%
Non-conventionally Indirect (Hints)	9%	3%	6%

Table 4.8.2 *Distribution of perspectives in requests strategies by English Department of Semarang State University Learner on senior years*

Request Perspective	Male	Female	Participant
Speaker-Oriented	49%	40%	45%%
Hearer-Oriented	37%	51%	44%%
Speaker-Hearer-Oriented	0%	0%	0%
Impersonal	14%	9%	11%

Table 4.8.3 *Distribution of modifications in requests strategies by English Department of Semarang State University Learner on senior years*

Modification	Male	Female	Participants
Alerter	63%	57%	60%
Internal Modifications	86%	92%	88%
External Modifications	57%	40%	46%

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusions drawn from the findings of the study and some suggestions that might be worth considering especially for those who are involved in English language teaching and learning, both the teachers and learners.

5.1 Conclusions

It can be seen from the result of the study that the realization of request strategies used by the English Department of Semarang State University learners on senior year are varied in terms of the request's types and modifications. The findings of the study indicated that:

a. The participants of the study who are EFL advanced learners who have learnt English for about ten years in formal education fail to show control over a wide range of forms and performing requests.

b. The strategy mostly used by the participants is conventional indirect strategy in the sub level of query preparatory which supports the previous studies that stated the EFL learners tend to use conventionally request strategy in communication.

c. The participants tend to use hearer-oriented or speaker-oriented as their request perspective.

d. They tend to use interrogative form which is internal modification in the level of syntactic downgrader than the other form.

e. The higher power the participants have, the more direct request strategies the participants use to convey their requests. Conversely, the lower power they have, the more indirect strategies are used.

f. The more social distance the participants have to the addressee, the more indirect request strategies are used, and the less social distance between them make the request strategies more direct.

g. The male participants more often use alerter than the female participants, but both of them use equal indirect modifications. In external modifications male use more often than the female.

h. The higher degree of imposition of the request the more indirect the requests are used by the participants.

i. Mostly, there are no any big differences between male and female participants, but female tend to use more indirect request to lower power addressee than male. Although, female considering more direct to the addressee who have the same power.

j. There are no any big differences between male-female and female-male interactions. It means that, gender does not has big influence to the participants in conveying requests. This finding is different from the previous findings which found that women linguistically more polite than men.

k.   The participants tend to make internal modification which is within the head act of requests.

5.2 Suggestions

Based on the facts which have been drawn in the conclusions, I should like to give some suggestions as follows:

a.   Language learners, especially advanced language learners, should be aware of the sociolinguistics aspect of communicative competence. The awareness should lead to the eagerness to be familiar with the naturally occurring conversations which show the proper request strategies so that they know how to realize their request when they face situations that have to use request in real conversation.

b.   Teachers and lecturers should build up their students' mind-set that conversation cannot be built up only with good structural of sentences but they need to know the sociocultural aspect of communication. Therefore, the teaching-learning process should enable learners to acquire knowledge relating to linguistic form, sociocultural appropriateness and knowledge of native preferences for certain forms rather than other.

c.   Book writers should also be aware of the phenomenon of the sociolinguistic aspect in request strategy realization. Therefore, in giving explanations and providing examples of requests forms, they should cover this phenomenon so that the input towards the readers will be well conveyed.

REFERENCES

Aquino, Gaudencio V. 2006. *Fundamental of Research.* Mandaluyong City: National Bookstore.inc.

Blum-Kulka, et al. 1998. *Cross-Cultural Pragmatics: Requests and Apologises.* Norwood, New Jersey: Ablex.

Blum-Kulka, S. Olshtain, E. 1984. Request and Apologize: a Cross Cultural Study of Speech Act Realization Patterns CCSARP. *Applied linguistics* 3(5), 196-213.

Brown, P. Levinson, S. C. 1987. *Politeness: Some Universals in Language Usage.* Cambridge: Cambridge University Press.

Celce-Murcia, M. 2007. Rethinking the Role of Communicative Competence in Language Teaching. In E. Alcon Soler and M.P. Safont Jorda (eds.). 2007. *Intercultural Language Use and Language Learning.* Los Angeles: University of California.

Celce-Murcia, M., et al. 1995. A Pedagogical Framework for Communicative Competence: a Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics* 6 (2): 2-35.

Celce-Murcia, M. Olshtain, E. 2000. *Discourse and Context in Language Teaching.* New York: Cambridge University Press.

Ellis, R. 1985. *Understanding Second Language Acquisitions.* Oxford: Oxford University Press.

_____. 1997. *Second Language Acquisitions.* New York: Oxford University Press.

Hall, J. K. 2002. *Teaching and Researching Language and Culture.* England: Pearson education limited.

Hermasari, D. 2009. *Indirectness of Directive Speech Acts Found in the Script of the Devil Wears Prada.* Unpublished S.Pd. Final Project. Semarang: Semarang State University.

Holmes, J. 1993. New Zealand Women are Good to Talk to: an Analysis of Politeness Strategies in Interaction. *Journal of Pragmatics* 20 (3): 91-116.

Hymes, D. 1972. Models of the Interaction of Language and Social Life. In J.J. Gumperz and D. Hymes (eds.). 1972. *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rinehart and Winston.

Ilic, B.M. 2004. Language and Cultural Studies – Wonder Land through the Linguistic Looking Glass. *Linguistics and Literature*. 3(1), 1-15.

Leech, G. 1983. *Principles of Pragmatics*. Essex: Longman.

Norton, B. And Aneta, P. 2004. Gender and English Language Learners: Challenge and Possibilities. In Jill Burton (ed.). 2004. *Gender and English Language Learners.* Virginia: Teachers of English to Speakers of Other Language, Inc.

Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Montgomery, M. and Helen, R. 1994. *Language and Social Life*. England: The British Council.

Sofwan, Achmad. 2000. Effect of Gender on the Acquisition of request. *Lembaran Ilmu Kependidikan*. 29(2). 136-141.

Suprapti, Sri. 2003. *Politeness and Realization Strategies of the Directive Speech Acts*. Unpublished M.Pd Thesis. Semarang: Semarang State University.

Suh, J.S. 1999. Pragmatic Perception of Politeness in Requests by Korean Learners of English as a Second Language. *International Review of Applied Linguistics*. 37. 195-213.

Tamanaha, M. 2002. *Interlanguage Speech Act Realization of Apologies and Complaints: the Performances of Japanese L2 Speakers in Comparison with Japanese L1 and English L1 Speakers*. Unpublished Ph.D. dissertation in applied linguistics. Los Angles: University of California.

Tatton, H. 2008. Could you, Perhaps Pretty Please? Requests Directness in Cross-Cultural Speech Act Realization. *Working Papers in TESOL and Applied Linguistics*. 8(2).

Thomas, J. 1995. *Meaning in Interaction: an Introduction to Pragmatics*. London: Longman Group Limited.

APPENDICES

Appendix 1

The participants' personal data

No	Sex	Age	Semester
1	M	22	8
2	M	21	8
3	M	21	8
4	M	21	8
5	M	21	8
6	F	21	8
7	F	21	8
8	F	21	8
9	F	21	8
10	F	21	8

Appendix 2

The Elicitation Prompts

Ungkapkanlah maksud berikut ini dalam Bahasa Inggris sebagaimana dipergunakan dalam percakapan sehari-hari:

1. Meminjam pulpen ke teman dekat (jenis kelamin sama)

2. Meminta tumpangan ke teman yang tidak akrab (jenis kelamin beda) yang rumahnya searah.

3. Meminjam sepeda motor ke teman dekat yang berbeda jenis kelamin.

4. Meminta polisi (laki-laki) menunjukkan suatu tempat karena kamu belum pernah ke tempat tersebut.

5. Meminta pembantu (perempuan) menyiapkan bekal untuk piknik.

6. Meminta nenek mengajari memasak.

7. Meminta guru (laki-laki) untuk mengulang materi pelajaran pada bagian yang belum dimengerti.

Appendix 3

The Elicitation Prompts Classification of Situations According to The Contextual and Situational Variables

Prompt	Situations	Participants	Power	Social distance	Degree of imposition	Directness level
1	informal	close friend	equal	minimal	low	direct
2	informal	casual friend	relatively equal	relatively minimal	low	indirect
3	informal	close friend	equal	minimal	high	direct
4	informal	stranger and police	unequal	maximal	low	indirect
5	informal	host/hostess and servant	unequal	minimal	low	direct
6	informal	grandmother and grandchild	unequal	minimal	low	indirect
7	formal	student and teacher	unequal	maximal	low	indirect

Appendix 4

The Participants Responses

Responses to Prompt 1

1. Can you lend me your pen? I left my pen at my dorm.
2. Can I borrow your pen?
3. Can I borrow your pen? My pen was left at home.
4. Hello, bro. I forget my pen. Can I borrow your pen, please?
5. Can I borrow your pen?
6. May I borrow your pen, please?
7. Can I borrow your pen?
8. Ouwh, I forgot to bring my pen. Can I borrow yours?
9. Hey, I forgot bringing my pen, can I have yours?
10. Ballpoint please!

Responses to Prompt 2

1. I'm sorry. May I go with you? I think we are at the same direction. I'll drive the car for you.
2. Intan, may I have a ride with you? My motorcycle was being repaired. Our houses are on the same road.
3. Excuse me, I can't find bus here. So, May I have a ride with your car?
4. Excuse me, would you mind if we go home together. I think we are in the same route.
5. Will you give a ride to me?
6. Hi ... May I have a Fare with you? We are in the same way anyway.
7. Hi Tom. Are you alone? May I go home with you?
8. Excuse me, May I come with you?
9. Do you go home just yourself? I don't bring my motorcycle. Can I go home with you?
10. Can I go with you?

Responses to Prompt 3

1. Hai guys, may I borrow your motorcycle? I need it now.
2. Cindy, can I borrow your motorcycle for a while? I want to go to Dekanat.
3. Will you use motorcycle right now? If you won't use it, may I borrow your motorcycle for a moment?
4. Can I borrow your motorcycle?
5. Could you please lend me your motorcycle? I'm in a hurry, please.
6. May I borrow your bike, please?
7. Ndra, can I borrow your motorcycle? I need to meet my lecturer now.

8. Can I borrow your motorcycle?
9. Yo bro, I need your motorcycle. Is it free, isn't it?
10. Can I borrow your motorcycle?

Responses to Prompt 4

1. Excuse me sir, How to go to Semarang State University?
2. Mr. Policeman, which way is the Sudirman Street No. 103?
3. Excuse me Sir, May I ask you? Can you show me the way to go to Simpang Lima?
4. Sir, Do you know orchad road? How can I get there?
5. Excuse me, Sir. Could you show me the way to this location?
6. Excuse me, Sir. Can you show me Where Lawang Sewu is?
7. Sorry sir, Can you tell me where this address is?
8. Excuse me sir, Do you know where Sudirman Street is?
9. excuse me sir. I want to go to X street but I don't know where it is. Could you make a map or some directions for me sir?
10. Could you tell me where is the located of sesame street?

Responses to Prompt 5

1. Please help me prepare my meal for picnic tomorrow.
2. Bi Inah, please prepare my supplies for tomorrow's picnic.
3. I'll have a picnic tomorrow morning, please prepare all the things I need on my bag!
4. prepare me some food, please!
5. I need some clothes and sweater for my vacation. Prepare it, can you?
6. May you help me to prepare the supply for picnic?
7. Bi, I will go picnic today. Please prepare my food.
8. Serve my meal for picnic please
9. can you prepare food for me?
10. can you make some food for me?

Responses to Prompt 6

1. Excuse me Grandma, would you please help me cook several menu?
2. Grandma, will you teach me how to make "Soto"?
3. Can you help me to make a fried rice?
4. Grandma, could you teach how to cook noodle?
5. Grandma, Is cooking interesting? I want to learn some simple recipe, show me the step, please.
6. Grandma, would you please help me to learn how to cook?
7. Grandma, Could you tell me how to make a delicious fried rice?
8. grandma, Would you teach me cooking?
9. Grandma, could you teach me to make opor ayam please?
10. could you help me to cook some food?

Responses to Prompt 7

1. Excuse me sir, Would you please review the material about ... I'm still confused.
2. Sir, would you please re-explain the material about Thermodynamic?
3. Excuse me Sir, would you re-explain that part? I don't understand yet.
4. sir, I don't understand with this material. would you repeat once more?
5. Pardon me, Sir. Could you repeat your explanation? I still confused about that.
6. Sir, would you mind if repeating the lesson again? I don't understand.
7. Sorry sir, Can you repeat the material about Linguistic? Actually, I haven't understood about it.
8. Would you mind repeating the material Sir? I still don't understand
9. Pardon me, sir. Could you repeat that part once more? I couldn't understand that.
10. would you mind repeating this part?

Note: The participants' responses are rewritten here as they were without any correction.