THE REALIZATION OF EFL LEARNERS' REQUEST SPEECHACTS:
A CASE STUDY AT *SMAN 4 CIREBON*

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

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ABSTRACT

Delly Hardiyanti 14111320089. *THE REALIZATION OF EFL LEARNERS' REQUEST SPEECH ACTS: A CASE STUDY AT SMAN 4 CIREBON*

In the realization of request speech act, learners of foreign language are different with L2 learners or even native speaker itself. According to Blum-Kulka & Olshtain(1989: 197), the same society might differ in their speech act realization pattern, depending on personal variable such as sex, age, or level of education.In this case EFL learners in realizing target language are still influenced by their native language.

The correlation of concept of EFL learners and their realization of request speech act in target language in one of senior high schools in Cirebon is the object of research as fresh air phenomenon. This research concerned in the realization of EFL learners' request speech acts in one of senior high schools in Cirebon.

The goals of the research are: (1) to find out the request speech acts those are commonly used by EFL learners. (2) to investigate the request speech acts comply with the politeness strategies. The research is designed as inter language pragmatics which takes place at SMAN 4 Cirebon and the students of this school as respondents. The collecting data of this research is two kinds of Discourse Completion Test (DCT) are Oral DCT and Written DCT. The data of the research is the responds of students in making request speech acts through Oral DCT and Written DCT. These data then classified and analyzed using theory of the request strategies by Blum-Kulka et al (1989) and politeness strategies theory by Brown and Levinson (1987).

The result shows that; first, request strategies used by EFL learners in Oral DCT are Query preparatory (Indirect strategy) and Mood derivable (Direct strategy) whereas in Written are Query preparatory and Want statement (indirect strategies), Mood derivable, Performative and Want statement (direct strategies). So, both in Oral and Written, request strategies commonly used by EFL learners are Query Preparatory. It might be caused by the using of query preparatory in making request is not difficult to explain and have been familiar by EFL learners as beginner. Second, politeness strategies which comply with request utterances of EFL learners, respondents commonly used of politeness strategies both in oral and written are Positive politeness, Negative politeness and Bald on-record.

Key words: inter language pragmatic, request strategies, speech acts, politeness strategies, EFL learners.
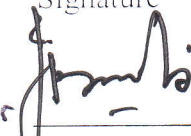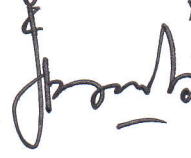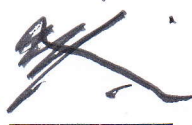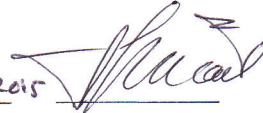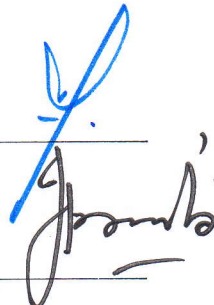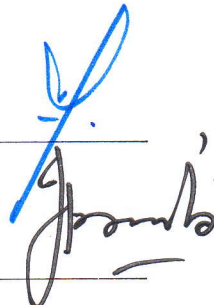
RATIFICATION

This thesis entitled **"THE REALIZATION OF EFL LEARNERS' REQUEST SPEECH ACTS: A CASE STUDY AT *SMAN 4 CIREBON*"** written by Delly Hardiyanti, student number 14111320089, has been examined on 6 August 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

This chapter describes information related to the study including research background, identification of the problem, field of the research, main problem of the research, research question, delimitation of the problem, aims of the research, usefulness of the research, theoretical foundation, literature review, significance of the research, research methodology, objective of the research, place and the time of the research, method of the research, source and type of data, instrument of the research, technique of collecting data, and the technique of analyzing data.

1.1 Research Background

This study investigated the realization of EFL learners' request speech act. Learners here, refer to the students of *SMAN 4 Cirebon* in Second Grade which is as EFL learners. In realization of request speech act, learners of foreign language are different with L2 learners or even native speaker itself. Besides that, the same society might differ in their speech act realization pattern, depending on personal variable such as sex, age, or level of education (Blum-Kulka & Olshtain, 1989: 197). It is because when language learners use their target language, they are still influenced by their native language.

Therefore, it needed to investigate that whether non-native speaker of Indonesian can use English which is still influenced by their native language when they express their requests speech acts (Nadar, 2009: 178). It is related to inter language pragmatic which according to Selinker (1974: 35), inter language is language variation that produced from the efforts of learners of second language or foreign language in using language that learners. When realizing the requests speech act, it can form direct and indirect way which the meaning of those forms is same, but in conveying the utterances is different. Therefore, it needed to investigate the pragmatic competence of EFL learners which refer to CCSARP (Blum-Kulka et al, 1989: 11).

Pragmatic competence plays an important part in language learners' communicative competence especially for EFL learners. As Fraser (1980) said that "pragmatic competence is the ability to communicate your intended message

with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended". Then, there is a question, whether pragmatics can be taught in the language classroom especially in an EFL context. According to Kondo, by way of pragmatic competence has a close correlation with socio-cultural values and beliefs of a community where the target language is spoken, ESL learners definitely had a gain in acquiring the knowledge. And ESL learners have a good opportunity of having adequate and abundant input than EFL learners because sometimes their speech act acquisition is different.

Sometimes, what is understood by hearer is different from what was intended by the speaker so that it often occur the failure of delivery. In order that the purpose of speaker can be understood well by the hearer, so there are some things that must be considered. That is, hearer must understand the meaning of utterance as a whole, not only in the terms of the literal semantic, but also from the pragmatic side or speech act.

Furthermore, Talking about speech act, according to speech act theory, speakers usually perform illocutionary acts by producing utterances. Through their utterances, speakers can convey their communicative intention/meaning (such as requests, promises, apologies, compliments, refusals, complaints, offers, advice, and thanking) that is influenced by culture and language itself that is dominance. Here, an utterance is called as the realization of the speaker's meaning and aim in a particular context. In a phenomenon, utterance can be meant differently.

In performing utterances, speaker convey their communicative intention such as requests, promises, apologies, compliments, refusals, complaints, offers, advice, and thanking which is influenced by culture and language itself. All of them are the realization of the speakers' meaning which can be realized through their communication strategies.

Here, researcher will investigate the realization of request speech act of EFL learners because in colloquial language, requests are often occurred and useful especially for learners of a new language. Fraser (1978) in Schauer (2009: 24) said that 'requests are very frequent in language use (far more frequent, for example, than apologizing or promising); requests are very important to the

second language learner; they have been researched in more detail than any other type of speech act; they permit a wide variety of strategies for their performance; and finally, they carry with them a good range of subtle implications involving politeness, deference, and mitigation'.

As Fraser notes above that requests are frequently performed in everyday life, it is contrast with other speech act such as complaining, learners cannot avoid in making request during they learn English and use it in school or other place which is English as a foreign language. Therefore, requests are considered particularly important for understanding whether or how EFL learners' performance patterns deviate from native speaker patterns. Mostly, EFL learners do not pay attention to their communicative strategies in politeness.

Khorshidi (2013:9) adopted an idea of Trosborg (1994) that the differences between a request and other speech acts such as suggestions, warnings, or pieces of advice, is the fact that this speech act totally lies in the interest of the speaker and is at the cost of the hearer. Achiba (2003:3) stated that learners may get along without performing other illocutionary act, but without requests it would be difficult to function effectively. Then, according to Brown and Levinson (1987:71), the request speech act is a face threatening act. When speakers convey their utterances, they use communicative strategies such as its politeness. And the realization of speech act is influenced by three factors, that is, social distance, relative power, and ranking of imposition. Through those factors, patterns of utterance are appropriate with the situation between speaker and hearer with using politeness pattern.

In previous studies about request speech act, which will support this research is written by Khorshidi (2013) observed the study abroad and inter language pragmatic development in request and apology speech act among Iranian learners which is focus on the pragmatic development in request and apology speech act. Then, Taguchi (2006) observed about analysis of appropriateness in a speech act of request in L2 English. Xiao-le (2011) observed the effect of explicit and implicit instructions of request strategies. Norita (2014) studied about the realization of politeness strategies in English for young learners' request in one of bilingual schools in Cirebon. Najafabadi (2012), focused study on Iranian EFL

Learners' Inter language Request Modifications: Use of External and Internal Supportive Moves. And Han (2013) observed about a contrastive study of Chinese and British English request strategies based on open role play.

Those are previous studies that talk about request speech act in any term, there is no same cluster. The gaps from those previous study, there is yet display research about the realization of request speech act of EFL learners with using written DCT and oral DCT which refer to Blum-Kulka and et al. Different with the previous studies, researcher will focus on the request speech act of EFL learners especially in *SMAN 4 Cirebon* which will analyze their request speech act strategies and to know the learners pragmatic development in request. The using of request speech act by EFL learners is a little different with ESL learners or native itself because both ESL and Native speaker often use English in their daily life whereas for EFL learners, they are rare to use English in their daily interaction. They use English just in their school or language learning. Here, researcher will analyze the request speech act of EFL learners through Written and Oral DCT that consist of response of the given situation.

1.2 The Identification of the Problem

1.2.1 The Field of the Research

This research is related to inter language pragmatic which focuses on the realization of request speech acts. The researcher is interested in the realization of request speech acts related to EFL learners' language used. It is about the request strategies that commonly used by EFL learners and comply with politeness strategy.

1.2.2 The Kinds of the Problem

In realization of request speech acts, learners of foreign language differ with L2 learners or even native speaker itself. Besides that, the same society might differ in their speech act realization pattern, depending on personal variable such as sex, age, or level of education (Blum-Kulka & Olshtain, 1989: 197). It is caused when language learners use their target language; they are still influenced by their native language.

1.2.3 The Main Problem of the Research

Concern with the fact, the study tries to investigate how the realization of request speech acts used by EFL learners in two variables (sex and level of education). Which is the second language or foreign language acquisition is different with native English speaker and whether the producing utterance in realizing request speech acts is still influenced by native / first language or not.

It refers to a phenomenon that has emergence caused the inter language interaction which will relate to pragmatic. It is caused in second language acquisition there is inter language that learners get in learning foreign language or second language acquisition. Therefore, according to Corder (1971), inter language has its grammatical and characteristics. And in producing second or foreign language, learners are still influenced by their native language in perform target language. Then, it is therefore crucial to understand to know the influence of native language in producing target language by language learners through their request speech acts' realization. In this case, the phenomenon is crucial to be investigated in inter language pragmatics which come to the language used of EFL learners.

1.3 Research Questions

Researcher formulates the problem in two questions, namely:

1. What request speech acts are commonly used by EFL learners?
2. How do such request speech acts comply with the politeness strategies?

1.4 The Delimitation of the Research

This current study is focused on some main points that are in realization of request speech acts and politeness strategies that are in its request speech acts. Furthermore, the researcher does not study about the producing of other realization of speech act such as apologizing, refusing, thanking, etc. Here, the researcher delimitates the study on the realization of request speech acts used by EFL learners. In addition, respondents for the study are students of *SMAN 4 Cirebon* as primary source.

1.5 Aims of the Research

From the formulation of problem above, the researcher has some aims to be achieved:

1. To find out the request speech acts those are commonly used by EFL learners.
2. To investigate the request speech acts comply with the politeness strategies.

1.6 The Usefulness of the Research

Hopefully, the result of the study presents benefit information related to inter language pragmatic especially in realizing of request speech acts. The research is to know the pragmatic competence of second or foreign language learners of English. This study will inform the realization of request speech acts used by EFL learners which is different with native speaker itself in producing utterance of target language by second or foreign language learners and their language used to communicate each other using target language.

1.7 Theoretical Foundation

In analyzing the data, it needs theory. Therefore, it will be explained about the theories relating to this research are:

1.7.1 Pragmatic Competence in ESL and EFL

The using of pragmatic by EFL learners is different with ESL when they use their target language. Pragmatics is the study of speakers' language used to communicate in certain context. The language used is not far from pragmatics competence. According to Koike, pragmatic competence is defined as the speaker's knowledge and use of rules of appropriateness and politeness, which dictate the way the speaker will understand and formulae speech acts (1989: 279). The producing pragmatic is different between ESL and EFL learners or even native language itself. Kasper & Dahl (1991) said that inter language pragmatic is concerned with non-native speakers' comprehension and production of pragmatics and how that L2-related knowledge is acquired.

According to Kasper (1996), inter language pragmatics is the study of non-native speakers' use and acquisition of L2 pragmatic knowledge. Inter

language pragmatics considers how pragmatic competence influences L2 learners' speech acts and how pragmatic competence develops in target language learning. Therefore, the producing pragmatic of ESL learners differ with EFL learners. It is caused by the use of their target language in everyday life.

ESL learners who need to use the TL in everyday life for surviving in the target culture; EFL learners generally do not have adequate access to the TL outside of the classrooms and practice what they have learned in the classroom. Learners normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004). In classrooms, although teachers now have gradually adopted approaches that focus on meaning and language use, due to the linier mode of face-to-face interaction, the learning outcome is still not efficient enough. EFL teachers now urgently need a solution to increase exposure and use of the target knowledge both inside and outside of the classroom.

Unlike English as Second Language (ESL) learners, EFL learners usually do not have the need to use the TL outside of the classroom; generally their only chance to put the language knowledge into use is in the classroom. However, for the linier mode of traditional face-to-face interaction, EFL learners generally have limited time and chance to speak and use the TL in traditional classrooms (Campbell, 2004).

1.7.2 The Theories of Speech Act

The term of speech act came from Austin which is defined as the actions performed in saying something (cited in Cutting, 2002:16). Speech act is the element of pragmatic that involves speaker-hearer or writer-reader along with what is said. A speech act is an act that a speaker performs when making an utterance. Speech act theory said that the action performed when an utterance is produced can be analyzed on three different levels.

Then, this theory was developed by Searle who declare that to understand a language must understand speaker's intention. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. When someone speaks, one performs an act.

Normally, speech act is a sentence, but it can be a word or phrase as long as it follows the rules necessary to accomplish the intention. In other words, speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning form what is said.

Speech act theory attempts to explain how speaker use language to accomplish intended actions and how hearers infer intended meaning form what is said. Although speech acts studies are now considered a sub discipline of cross-cultural pragmatics, they actually take their origin in the philosophy of language. In Cutting (2002:16), Austin (1962) defined the performance of uttering words with a consequential purpose as "the performance of a locutionary act, and the study of utterances thus far and in these respects the study of locutions, or of full units of speech". In Austin's theory, these functional units of communication have propositional or locutionary meaning (the literal meaning of the utterances), illocutionary meaning (the social function of the utterances), and perlocutionary force (the effect produced by the utterance in a given text).

1.7.2.1 Types of Speech Act

According to Susan (1996:1), a speech act is the performance of a certain act through words (e. g. requesting something, refusing, thanking, greeting someone, complimenting, complaining). And then, according to Austin as cited by Cutting (2002:16), there are three types of speech act, they are:

1. **Locutionary act**

   Locutionary act is any utterance that is meaningful and understandable to hearer and it is the literal meaning of what is said. e.g. It's hot in here.

2. **Illocutionary force**

   Illocutionary force is speaker's purpose of producing the utterance or the social function of what is said, the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it. e.g. "It's hot in here" it could be an indirect refusal to

close the window because someone is cold, an indirect request for someone to open the window, or a complaint implying that someone should know better than keep the windows closed (expressed empathically).

3. **Perlocutionary effect**

Perlocutionary effect is the bringing about effects on the audience or hearer, the hearer's reaction by means of uttering the sentence, such effects being special to the circumstances of utterances. (e.g. making hearer happy, angry, or scared etc.). So it is the effect of what is said, e.g. "It's hot in here" could result in someone opening the windows.

1.7.2.2 Classification of speech act

Austin (cited in Aziz, 2012) classified speech act based on lexical classification of illocutionary verb become five categories, comprise expositives, verdictives, commisive, exertives, and behabitives. On the contrary, the classification of speech act according to Searle (1975) more based to kind of an act (illocutionary act) that is done by someone, it comprises assertives, directives, commisives, expressives, and declarations (Cruse, 2000: 342).

1. **Assertives**

Assertives commit the speaker to the truth of the expressed proposition: *state, suggest, boast, complain, claim, report,* and *warn*. Notice that boast and complain also express an attitude to the proposition expressed other than a belief in its truth.

2. **Directives**

This category covers acts in which the words are aimed at making the hearer to do something such as *commanding, requesting, inviting, forbidding, ordering,* and so on.

3. **Commissives**

Commissives commit the speaker to some future action such as *promise, offer, undertaken, contract,* and *threaten*.

4. **Expressives**

   It means that the words state what the speaker feels such as *apologizing, praising, congratulating, regretting, forgiving,* and *thanking*.

5. **Declarations**

   Declaratives are said to bring about a change in reality: that is to say, the world is in some way no longer the same after they have been said. Such as *bet, declare, dismiss, divorce* (in Islam), *bid*, and so on.

1.7.2.3 Felicity Condition

In conveying a speech act, Austin (1962), Bach & Harnish (1979), and Allan (1986) cited in Aziz (2012) said that there are certain conditions '*felicity condition*' which is have to comply by speaker and his/her interlocutor in order that an utterance can be realized. According to Cutting (2002: 18) said that, 'in order for speech acts to be appropriately and successfully performed, certain felicity conditions have to be met'. The conditions are preparatory condition (P), sincerity condition (S) and illocutionary intention (I). Those conditions can be regarded as a form of 'agreement' that is built by speaker and interlocutor that they agree with that speech or utterance.

In addition, there are some factors that influenced the realization of speech act in politeness case such as social distance, relative power, and ranking of imposition (cited in Aziz, 2012).

a. Social distance (D)

   As a form of correlation between speaker and interlocutor, D indicates the degree of intimacy and solidarity of them. And in this case, reflected on their communication behavior between them.

b. Relative power (P)

   It refers to the degree of freeness that is had by speaker to use his/her authority to the interlocutor(s) or hearer(s). In degree of relative power have many sources that are influenced such as formal status in society, wealth, age, or even sex. The power of this relative power can change every time. It depends on the region of the speech act that occurred. For instance:

- A doctor makes a breach on the road and is face with police, so the doctor can be asserted powerless with the police. Just the opposite with.

- If the police visit in practice place or hospital where the doctor worked and ask to check his condition, definitely the police will obey all commands of the doctor.

c. Ranking of imposition (R)

In Brown & Levinson, R is related with ''….the expenditure of goods and/or services by the H, the right of the S to perform the act, and the degree to which the H welcomes the imposition'' (1987:74). As an example, a speech acts that signal the speaker to ask fire to stoke his smoke. It will have different imposition degree with the speech act that the meaning want to lend a new car of the interlocutor.

Through those models of Brown and Levinson is extremely sure that a speech act will be influenced by those social factors although there is special characteristics in every its realization and degree. Those three factors can be occurred in universal.

This study investigates request speech act. Request speech acts are pre-event act (Blum-Kulka et al, 1989: 11), that indicates the expectation of a speaker so that his/her speech acts are paid and done by interlocutor either responds verbally or non-verbally. Request speech act is an illocutionary act that occurred 'when requester wants interlocutor to do him/her a favor, this is generally at the cost of the requestee' (Trosborg, 1995: 187). A request speech act can be clarified as impositive and face-threatening act.

1.7.3 Request Strategies

Blum-Kulka et al (1989:18), in the CCSARP scheme classifies there are three levels of directness in nine strategy types of request speech act (on a scale of indirectness) those are direct strategies, conventionally indirect strategies and non-conventionally indirect strategies.

1.7.3.1 Level 1: Direct Strategies (Impositives)

1. **Mood Derivable**

   The grammatical mood (imperative) used in this form is conventionally regarded as a request. And utterances in which the grammatical mood of the verb signals ilocutionary force (e.g. leave me alone, clean up that mess).

2. **Performatives**

   Utterances in which the ilocutionary force is explicitly named. The speaker conveys the illocutionary intent by using a relevant illocutionary verb, making the utterance an order, a plea or begging (e.g. I am asking you to clean up the mess).

3. **Hedged Performatives**

   The utterances in which the naming of the illocutionary force is modified by hedging expressions (e.g. I would like to ask you to lend me a pen).

4. **Obligation Statements**

   Utterances which state the obligation of the hearer carry out the act. The speaker conveys the illocutionary intent by stating moral obligation directly (e.g. you'll have to move that car).

5. **Want Statements**

   Utterances which state the speaker's desire that the hearer carries out the act. The speaker conveys the illocutionary intent by asserting a particular want, desire or wish (e.g. I really wish you'd stop bothering me).

1.7.3.2 Level 2: Conventionally Indirect Strategies

6. **Suggestory Formulae**

   Utterances which contain a suggestion to do x. The speaker conveys the illocutionary intent expressed as a suggestion (e.g. How about cleaning up?).

7. **Query Preparatory**

   Utterances containing reference to preparatory conditions (e.g. ability, willingness) as conventionalized in any specific language. The

utterance contains a preparatory question referring to the feasibility of the request, including asking the hearer's ability, willingness, permission, possibility or convenience to perform the act (e.g. Could you clear up the kitchen, please?, Would you mind to moving your car?).

1.7.3.3 Level 3: Non-conventionally Indirect Strategies (Hints)

8. **Strong Hints**

   Utterances containing partial reference to object or element needed for the implementation of the act. While the illocutionary intent is not expressed overtly, the speaker provides strong clues for the hearer to construe the request (e.g. you have left the kitchen in a right mess).

9. **Mild Hints**

   Utterances that make no reference to the request proper (or any of its elements) but are interpretable as request by context. In other word, the speaker conveys the illocutionary intent by providing less strong clues, but it is still interpretable as a request with the help of the context. Greater inference is required on the part of the hearer ('I am a nun' in response to a persistent dispute).

1.7.4 Realization of Request Speech Act

In realize the request speech act; learners of foreign language differ with L2 learners or even native speaker itself. Besides that, individuals within the same society might differ in their speech act realization pattern, depending on personal variable such as sex, age, or level of education (Blum-Kulka & Olshtain, 1989: 197). According to speech act theory, speakers perform illocutionary acts by producing utterances. That is, through their utterances speakers convey communicative intentions, such as requests, apologies, promises, advice, compliments, offers, refusals, complaints and thanking.

Then, the study of speech acts provides a useful means of relating linguistic form and communicative intent. An utterance here is treated as the realization of a speaker's intention and goal in a particular context. Because there is no easy way to map the literal meaning of an utterance into its

function, both the performance and the comprehension of an illocutionary act is a highly complex matter. Which is a literal meaning of an expression is what the utterer literally said.

1.7.5 Request Taxonomy

In this study, the theory of request taxonomy is as proposed by Trosborg (1995). Request is an act when requester conveys his speech to requestee (hearer) that he/she wants the requestee to do an acti as requester's want. There are many ways for delivering request. According to Trosborg (1995), there are four categories and eight sub strategies are used for delivering requests in directness way which as explain before there are nine strategies in conducting request speech act can be occurred in indirectness way.

In delivering expression, EFL speaker (Indo-English) has different culture with L2 or even L1 (British or American English) culture. Azzis (2009) in Norita (2014: 9) explained that there are main features of English consideration. Three points of it are the grammatical, the lexical and discourse strategies. EFL speaker (in this case is Indo-English) has different standardized varieties in this feature. First feature is grammar. For Indo-English, grammar can be found in the simplification as tense usage. Tense is one of difficult area for Indonesian. Someone delivers speech (sometimes) with/without tense usage, thus, they will find their own way to communicate in English. The lexical feature of Indo-English is also different. Some English lexical items have undergone "Indonesianisation" in term their meaning and form. Indonesian culture gives big influences for the speakers in their tool of communication in English.

Azis (2002) in a paper of Norita (2014: 10) said that in recent study on the realizations of speech act of requesting by Indonesians learning English as foreign language and found that there are a number of uniqueness strategies. That then, Azzis explained, that:

 "Such a strategy is used because a speaker feels that by making a request, his/her interlocutor's face is under threat, and expressing deeply sorry is expected to be able to rectify the affront. An-other strategy used by

Indonesians learning English as a foreign language when making an apology is by using some preparatory expressions (Azis, 2002 in a paper of Norita 2014: 10)".

Then, the other uniqueness strategy is used by Indonesian is addressing someone. Indonesian delivers speech in polite addressing to someone older who has higher power such as Miss or Mister, and address name to someone elder who has low power or address group-solidarity name to intimate person (Norita, 2014:10).

Talking about the realization of request speech act, based on Blum-Kulka et al (1989: 17-19), a request was analyzed into the following segments: alerters (address term), head acts, supportive moves or reiteration.

a. Alerters, in request speech act have its function as attention-getters which precede the actual request.

b. Head acts, have a main part of illocutionary act in request speech act or the request proper/the core of the request.

c. Supportive moves, provide the reason for the request or by promises and threats, all of which serve to persuade the hearer to do x.

For example:

Mum, we want to play here. So could you please go to your room?

Alerters / address term   : Mum

Head Act   : So could you please go to your room?

Supportive moves   : We want to play here

The CCSARP scheme classified the three levels of directness in nine strategy types of request speech act (on a scale of indirectness) are as follows (Blum-Kulka et al, 1989:18):

Table 1.1 *Request strategies of Blum-Kulka et al.'s (1989) CCSARP*

Request Strategies	
(presented at levels of increasing directness)	
Situation: Speaker requests to borrow Hearer's pen.	
Level 1: Direct strategies (impositives)	
Str. 1 Mood derivable	The grammatical mood (imperative) used in this form is conventionally regarded as a

	request.
	e.g. Lend me a pen.
	Give me a pen, please.
Str. 2 Performatives	The speaker conveys the illocutionary intent by using a relevant illocutionary verb, making the utterance an order, a plea or begging.
	e.g. I'm asking you to lend me a pen.
	I beg you to lend me some money/pen.
Str. 3 Hedged performatives	The utterances in which the naming of the illocutionary force is modified by hedging expressions.
	e.g. I would like to ask you to lend me a pen.
Str. 4 Obligation statements	The speaker conveys the illocutionary intent by stating moral obligation directly.
	e.g. You should lend me a pen.
Str. 5 Want statements	The speaker conveys the illocutionary intent by asserting a particular want, desire or wish.
	e.g. I want you to lend me a pen.
Level 2: Conventionally indirect strategies	
Str. 6 Suggestory formulae	The speaker conveys the illocutionary intent expressed as a suggestion.
	e.g. How about lend me a pen?
Str. 7 Query preparatory	The utterance contains a preparatory question referring to the feasibility of the request, including asking the hearer's ability, willingness, permission, possibility or convenience to perform the act.
	e.g. Can you lend me a pen?

Level 3: Non-conventionally indirect strategies (Hints)	
Str. 8 Strong hint	While the illocutionary intent is not expressed overtly, the speaker provides strong clues for the hearer to construe the request. e.g. My pen just quit. I need a pen. Would you mind to lend me a pen?.
Str. 9 Mild hint	The speaker conveys the illocutionary intent by providing less strong clues, but it is still interpretable as a request with the help of the context. Greater inference is required on the part of the hearer. e.g. Can you guess what I want?

As explained before, in conducting request realization usually it can be occurred by indirectness and directness. With some strategies above, Blum-Kulka explains nine strategies of request in indirectness way which the request realization can be occurred in many situations. So speaker is automatically to do request appropriate with the condition. Many studies investigate pragmatic knowledge of L2 or L1, how they do the request realization that usually they use.

Then this study investigates the EFL speakers or learners because EFL learners might fail to communicate effectively although they have an excellent grammatical. The same society might differ in their speech act realization pattern depending on personal variable such as sex, age of level of education.

1.7.6 Politeness Strategies

Brown and Levinson (1987: 60) divided politeness strategies become five that is Bald on-record, Positive politeness, negative politeness, off record and don't do the FTA.

a. Do the FTA

1) Off record

It means that, the decision to saying something (FTA). For example, with saying:"Oh dear, i forgot my pen". So, off-record is usually performed in politeness form here. Same with saying nothing, it has posibility to succeed or fail to understand the speaker's meaning by hearer. The final politeness strategy outlined by Brown and Levinson is the indirect strategy.

According to Brown and Levinson (1989: 211), indirect strategy is a strategy to do FTA indirectly with allowing the interlocutor to decide how to interpret the speaker's utterances. For example, a speaker using the indirect strategy might merely say "wow, it's getting cold in here" insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so. There are some sub-strategies according to Brown and Levinson (1989: 213-227) as follow:

- Strategy 1   Give hints. E.g.: it's cold in here.
- Strategy 2   Give association clues. E.g.: Oh God, I've got headache again
- Strategy 3   Presuppose. E.g.: John's in the bathtub yet again.
- Strategy 4   Understate. E.g.: She's some kind of idiot (c.i. She's an idiot)
- Strategy 5   Overstate. E.g.: I tried to call a hundred times. But there was never any answer.
- Strategy 6   Use tautologies. E.g.: war is war.
- Strategy 7   Use contradiction. E.g.: Well, John is here and he isn't here.
- Strategy 8   Be ironic. E.g.: this isn't exactly my idea of bliss.
- Strategy 9   Use metaphors. E.g.: Harry's a real fish. (c.i. He drinks like a fish).
- Strategy 10   Use rhetorical questions. E.g.: How many times do I have to tell you? (C.i. too many).

- Strategy 11   Be ambiguous. E.g.: John's pretty smooth cookie.
- Strategy 12   Be vague. E.g.:   Perhaps someone did something naughty.
- Strategy 13   Over-generalize. E.g.: the lawn has got to be mown.

2)   On record (Bald on-record)

Requester can directly say to the requestee. This is explicit way with saying something directly so that requestee can understand clearly. For instance, "Give me a pen!" is explicit request which follows the Grice's maxim that is quitly direct. Nevertheless, this case has potential to face-threatening the interlocutor if the request is considered as command. To threat it, speaker has to make face-saving act (FSA) that uses the strategy of positive politeness and negative politeness to muffle the threatening.

According to Brown and Levinson (1989: 69-70), Bald on record strategy is a strategy to do FTA to say something directly or clearly. The main reason this strategy chosen direct strategy without baldly which is according to Brown and Levinson (1989: 95) is because speaker wants to do FTA in maximum efficiency. There are two sub-strategies directly without redressive action (baldly) that is non-minimization of the face threat and FTA-oriented bald on-record usage.

For example: 'Be quiet please!' this utterance shows that speaker use direct strategy without redressive action (baldly) because speaker is careless with the interlocutor's face. Bald on-record usually does not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly.

There are occations when external factors constrain an individual to speak very directly (Thomas, 1995: 170). Bald on record is occurred when speaker utter speech act in directly and baldly. This case is caused by a situation that has to be uttered immediately. For examples:

-    "Help!"
-    "Watch out!"

It is because the short distance between speaker and hearer, for instance; "Sit down" or "Give that to me".

3) Possitive politeness

This strategy orientates an attempt to repair the threatening of positive politeness of hearer. In positive politeness, speaker and hearer have good relation such as close-friend, family, etc. For instance, "how about letting me to use your pen?", the form of let here has a signal of solidarity between speaker and hearer. Nevertheless, this strategy have the risk to refuse if the hearer has different social with speaker.

Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feels good about himself, his interests or possessions, and are most usually used in situations where the audience knows each other fairly well. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, and compliments. According to Brown and Levinson (1989: 103-129), positive politeness has some sub-strategies as follow:

- Strategy 1   Attend to H's interests, needs, wants. E.g.: You must be hungry. It's a long time since breakfast. How about some lunch?

- Strategy 2   Exaggerate interest in H and his interests. E.g.: That's a nice haircut you got; where did you get it?

- Strategy 3   Intensity interest to hearer. E.g.: I come down the stairs, and what do you think I see?

- Strategy 4   Use solidarity in-group identity markers. E.g.: Heh, mate, can you lend me a dollar?

- Strategy 5   Seek agreement. E.g.: (A) I had a flat tire on the way home. (B) Oh God, a flat tire!

- Strategy 6   Avoid Disagreement. E.g.: Yes, it's rather long; not short certainly.

- Strategy 7   Presuppose/raise/common ground. E.g.: oh dear, we've

lost our little ball, haven't we Johnny?

- Strategy 8   Joke. E.g.: Wow, that's a whopper!

- Strategy 9   Assert or presuppose S's knowledge of and concern for H's wants. E.g.: I know you can't bear parties, but this one will really be good – come!

- Strategy 10   Offer or promise. E.g.: If you wash the dishes, I'll vacuum the floor.

- Strategy 11   Be optimistic. E.g.: I'll just come along, if you don't mind.

- Strategy 12   Include both speaker (S) and hearer (H) in activity. E.g.: If we help each other, I guess, we'll both sink or swim in this course.

- Strategy 13   Give (or ask for) reasons. E.g.: why don't I help you with that suitcase?

- Strategy 14   Assume or assert reciprocity. E.g.: I'll do X for you if you do Y for me.

- Strategy 15   Give gifts to H.

4) Negative politenees

This strategy does not always has bad intention. It intends to repair the negative fact that can threat the hearer. Here, speaker uses indirect way to the hearer to ask help. For instance, "Could you lend me a pen?" or "Sorry to bother you, but may i borrow your pen?".

According to Brown and Levinson (1989: 129), negative politeness strategy is a strategy to save interlocutor's negative face to maintain the freedom act of interlocutor. In this strategy, speaker admits and regards the interlocutor's negative face. This strategy is divided become ten sub-strategies, they are:

- Strategy 1   Be conventional indirect. E.g.: Would you know where Oxford Street is?

- Strategy 2   Use hedges or questions. E.g.: Perhaps, he might have taken it. Maybe, Could you please pass the rice?

- Strategy 3   Be pessimistic. E.g.: You couldn't find your way to

lending me a thousand dollars, could you?

- Strategy 4   Minimize the imposition. E.g.: It's not too much out of your way, just a couple of blocks.

- Strategy 5   Give deference. E.g.: we look forward very much to eating/dining with you.

- Strategy 6   Apologize. E.g.: I'm sorry; it's a lot to ask, but can you lend me a thousand dollars?

- Strategy 7   Impersonalize S and H. E.g.: take that out!

- Strategy 8   State the FTA as a general rule. E.g.: Passengers will please refrain from flushing toilets on the train.

- Strategy 9   Nominalize. E.g.: You performed well on the examinations and we were favourably impressed.

- Strategy 10   Go on record as incurring a debt, or as not indebting H. E.g.: I could easily do it for you.

b. Don't do the FTA

In this point, you can find the pen in your bag's friend directly without saying something or waiting your friend to ask and offer you a help. The approach of "don't do the FTA" might be succeed or not. The case depends on, how other people interpret it.

"Do not perform FTA appears to be self-explanatory: there are times when something is potentially so face-threatening, that you don't say it". Brown and Levinson in Thomas (1995: 174)

Figure 1.1 Possible strategies for doing FTAs (adapted from Brown-Levinson 1987: 60.69)
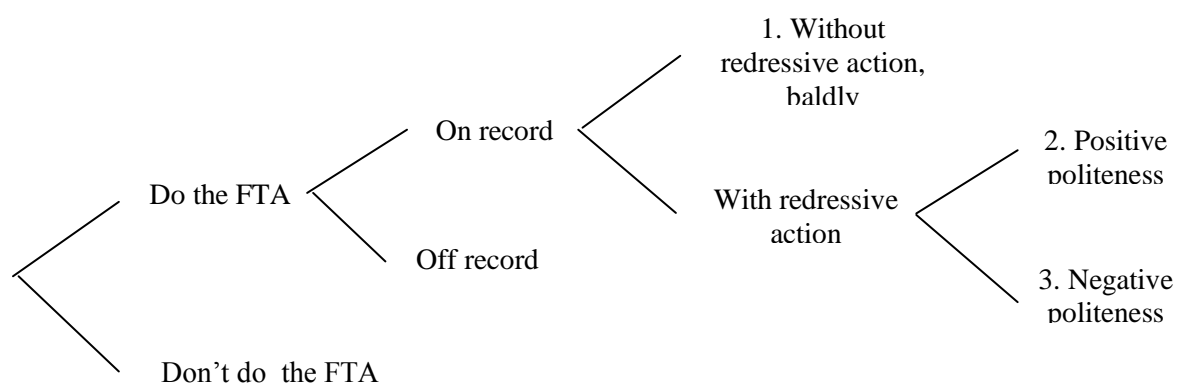
1.7.7 The Concept of EFL Learners

Brock and Nagasaka (2005:17) said that there are a number of language competencies which English language learners must develop, in order to communicate successfully in English. Any successful communicative event, at least one that extends beyond expressions of simple, immediate need, will require that L2 speakers have developed some mastery of the syntax, morphology, phonology and lexis of the English language. However, as many English teachers recognize, and as many language learners have experienced first-hand, speech acts that are grammatically and phonologically correct sometimes fail because the learner's pragmatic competence (his or her ability to express or interpret communicative functions in particular communicative contexts) is undeveloped or faulty.

Pragmatic incompetence in the L2, resulting in the use of inappropriate expressions or inaccurate interpretations resulting in unsuccessful communicative events, can lead to misunderstanding and miscommunication and can even leave the native-speaking interlocutor with the perception that the L2 speaker is either ignorant or impolite.

For instance to illustrate the importance of pragmatic competence is, there is two learners of English ask a native speaker to lend them a pen. One learner uses the phrases, "Borrow your pen," while the other says, "Could I borrow your pen?". Both requests are easy to understand. But in this context, native speaker would likely respond more favorably to the request of second learner because it is more appropriate.

Parents know that pragmatic competence or contextual appropriateness does not always develop as quickly in their children as they might wish. In theories of language acquisition, pragmatics has often been de-emphasized and shuffled aside under the rubric of syntactic knowledge and has gone unrecognized as a significant knowledge component in language learning (Brock & Nagasaka, 2005: 18). That tendency has begun to change significantly. In recent theories of communicative competence in L2 teaching, pragmatics features prominently (Kasper in Brock & Nagasaka, 2005: 18). Dessalles' (1998) in a paper of Brock & Nagasaka (2005: 18) theory is a good

example of this growing emphasis, as it highlights the importance of pragmatic competence in equipping L2 learners or EFL learners to use language appropriate to particular communicative events, to use the relevant utterances necessary for being considered a competent conversant, and to interpret meaning contextually.

Similarly, in a study of adult L2 learners, Koike (1997) in a paper of Brock and Nagasaka (2005: 18) found that despite an excellent command of the L2 grammar and lexicon, adult learners often fail to use pragmatically appropriate expressions. If pragmatic competence is vital to successful communication, then it is also vital that English teachers help their learners acquire or at least become more aware of this important competence. Before making some modest proposals for how teachers can begin to do that in EFL classrooms.

Many students do not know how to make polite requests in English in the classroom. On more than one occasion, usually students of English use the single word, "repeat," to request that teachers repeat something they have said. Using a politeness continuum based on Brown and Levinson's (1994) work, see an example of politeness continuum is below:

Indirect : I forgot my pencil or my pencil's broken.

Direct   : Lend me a pencil.

Polite   : Could I borrow a pencil, please? Or would you mind lending me a pencil?

Familiar : It'd be terrific if I could borrow your pencil.

Using English for classroom management takes the language out of its all-too-common role as an abstract, lifeless linguistic system to study, and places it in the role of a real-life, breathing communication system (Brock & Nagasaka, (2005: 23). When teachers and students use English to complete common communicative functions in the classroom, such as requests, commands, openings, closing, refusals, apologies, and explanations, students' developing pragmatic knowledge can be reinforced through the common communicative events that take place daily in every EFL classroom. For example, in opening lessons and transitioning to new activities, teachers can

choose from a variety of language choices, depending on the immediate context and need. Using language from a continuum of choices, such as those in the examples below, reinforces students' knowledge of how pragmatics and communicative situations are linked.

Example Openings:

Indirect   : It's time to get started.

Direct   : Sit down now.

Polite   : Would you sit down, please?

Familiar   : Boys and girls, it would be helpful if you could take a seat.

Example Requests:

Indirect   : It's cold in here or I'm freezing.

Direct   : Close or Shut the window.

Polite   : Could you close the window, please? Or would you mind closing the window?

Familiar   : Be a dear and close the window or would you close the window for us?

1.8 Significant of Research

The result of this research is expected to useful theoretically and practically:

1.8.1 Theoretically

The result of this research can be used as reference in pragmatic subject to outcomes the language use that appropriate with its context, not only in literal meaning but also in non-literal meaning. And can know the communication strategies that are used by students especially in request speech act.

1.8.2 Practically

1) For English Students

The result of this research hopefully can help the students to use communication strategies which are appropriate with its context; they will have good awareness in producing utterances especially in pragmatic aspect. And students can use their politeness in appropriate way.

2) For English Teachers

The result of this research can be the source for teaching materials, especially about speech acts or pragmatic in request speech act.

3) For Researcher

The researcher really expects the result of this study can give valuable contribution to the future researchers who are interested in request speech acts of pragmatic.

4) For Readers

This research is expected to be useful for the readers to enrich the knowledge and literature in pragmatic aspect specifically the theory of speech acts in order that they can communicate in a better way.

1.9 The Research Methodology

1.9.1 The Objective of Research

The objective of this study is to find out whether the realization of request speech acts are commonly used by EFL learners and the politeness strategies in their request utterance. This request speech acts are often reflected in their daily life which is sometimes the producing of target language is still influenced by native language.

1.9.2 The Place and Time of the Research

In conducting this research, the researcher takes the data in one of Senior High Schools in Cirebon at *SMAN 4 Cirebon* (Second Grade). Researcher chooses *SMAN 4 Cirebon* to be observed because it is one of the favorite schools in Cirebon. Besides, in English learning, this school is divided become two parts that is theory class and practice class of English. So that, students learn and know more about English and can practice their English after learning the theories of English lesson. So, realization of request speech acts can be observed due to a lot of utterance that often used by them in class. In addition, students in Second Grade have had reinforcement of English well. Whereas in the third grade of this school had passed their UN so that it is difficult to take the data from the third grade. The students are demanded to master or at least know well about English. So, researcher

investigates the pragmatic knowledge of EFL learners in *SMAN 4 Cirebon* at Second Grade. Xiao-le (2011:106) adopted an idea of Baron (2003) defined pragmatic competence as:

> *"Knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally, knowledge of the appropriate contextual use of the particular languages' linguistic resources."*

In order to avoid potential mistakes in cross-cultural communication, language learners must not only improve their overall proficiency and accuracy in using a language, but also seek to develop pragmatic competence in the language they are learning.

Time allocated for the research is one meeting for instruments used by researcher for collecting data. Both questionnaires (WDCT) and interview (ODCT) are surveyed in different time since interview needs a lot of time to be done personally. Thereby, it takes about 3 months (20 May 2015-20 August 2015) to complete all of collecting data.

Table 1.2 Time Schedule of the Research

Activities	Year	Month	Week
Preparation		April	3rd
Observation		May	1st - 2nd
Thesis process	2015	May	3rd - 4th
		June	1st - 4th
		July	1st
Comprehension		July	2nd
Approval Thesis		July	1st
Munaqosah		August	1st
Graduation		October	1st

1.9.3 The Respondents of the Research

Respondents for this study are 54 students in *SMAN 4 Cirebon* considered as the source of data. Here, the realization of request speech acts of those students is investigated how they use request expressions in target

language in form of respond the given situation in two kinds of DCT those are Written DCT and Oral DCT.

Specifically, for interview's respondents, there are 10 students as volunteer who were chosen from their ability in English. They are recommended by their English teacher of practice class. The researcher specifies Students in *SMAN 4 Cirebon* as respondents. Besides it is accessible for doing research there, it is believed that the school is one of favorite schools in Cirebon which has high prestige. Furthermore, the students come from various background and identity which may lead to the realization of request speech acts which often use by them in daily life.

1.9.4 The Method of the Research

This research uses descriptive qualitative approach. According to Fraenkel & Wallen, (2009: 422), qualitative research refers to investigate the quality of relationship, activities, situations, or materials are frequently. While descriptive research presents a broad range of activities that have in common purpose describing the situation or phenomenon.

Alternatively, a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences, meanings socially and historically constructed), ethnographic design, and observation of behavior. In this case, the researcher attempts to know the phenomenon of the realization of request speech acts by EFL learners. The researcher collects open-ended, merging data with the primary intent of developing themes from the data. It means that researcher collects and combines the data so that it can develop the data appropriate with the theme. Besides that, one of the key elements of collecting data is to observe participants' behaviors by participating in their activities (Creswell, 2009:18-21).

It means that descriptive approach is a research method which uses technique searching, classifying and analyzing the data. Then, the reason of researcher using qualitative descriptive research is because researcher wants to analyze the strategies of request speech acts of EFL learners which are different with ESL learners of even native speaker itself. Besides that, it can

be influenced by language and culture that is dominance with language learners.

1.9.5 The Source and Type of Data

This research concerns on the realization of EFL learners' request speech acts: a case study at *SMAN 4 Cirebon* in Second Grade. And the object of this research is the expressions of EFL learners request speech acts in a form of responses. The sources of data are taken from the primary and secondary data. The primary data is a data that is collected directly from the object which is the original data. Whereas secondary data is a data that is collected first from other resources, it could be documents, journals, books, etc. And it can also be used as the supporting data of primary data. Therefore, the primary data of this research is from Written DCT and Oral DCT to the students which are taken in Second Grade of *SMAN 4 Cirebon*. And the secondary data of the research is books, journals and transcript.

1.9.6 The Instrument of the Research

In conducting of research, the researcher is the key instrument in qualitative research (Creswell, 2009:143). The researcher needs some instruments which will help the researcher in conducting this research that is open questionnaire (Written DCT), video recorder and transcript text to find and collect data which will overcome the data accurately. Open questionnaire is used to know the respond of students with given situation which the response is a request speech act. Video recorder is used to record the response of students with given situation orally. In addition, field note is used as guidance in observation. And then, transcript text is acquired from tape recorder as a written form which will be used to analyze the response of students from the given situation with request speech act.

In this study, researcher uses Discourse Completion Task as the primary collecting data which is based on Blum-Kulka in CCSARP (1989). Discourse Completion Task here is as the data gathering device, assign in order to elicit responses to problematic contextually specific prompt. The test

consists of incomplete discourse sequences that represent socially differentiated situations (Blum-Kulka, 1989: 196). Researcher will test the students of *SMAN 4 Cirebon* especially in Second Grade. Two kinds of DCT are used in this study, that is, Oral DCT and Written DCT.

a. *Oral DCT (ODCT)*

Interview engages some form of direct contact between respondents in the sample and the researcher as the interviewer who presents the questions to each respondent and records their response (Ary, et al., 2010: 379). After students do a test of WDCT, researcher will continue the test with using Oral DCT in order that researcher gets the realization of EFL learners' request speech acts validly because it is spontaneously responded. Oral DCT requires students to listen to a description of a situation and to say aloud what they would say in that situation. Oral form is used to avoid the problem that people do not write how they talk. Then, the responses of students will be recorded by researcher that will also be transcripted and analyzed.

The ODCT designed for the present study consisted of scenario description which provides the research participants with a specific social situation, setting, speaker's roles, and relative status levels of collocutors (Wijayanto et al, 2013:191). Based on the scenario description, students are required to respond each ODCT orally. Thus the ODCT would retain spontaneous responses. The ODCT scenarios are designed as accurate as possible to Indonesian socio-cultural contexts.

Here, interview guidance is used to lead the researcher focusing on questions which is considered to get appropriate data from its answer. Furthermore, as additional information, *Appendix A* provides the design of interview guidance (Oral DCT scenarios) and the form of questions guidance for doing interview. Those questions are flexible in the implication depend on respondents' answer and reaction.

b. *Open-written DCT (WDCT)*

Written Discourse Completion Test (WDCT) has been a popular instrument of data elicitation in inter language pragmatic research (Wijayanto et al, 2013: 190). And DCT requires students to read a written description of a

situation and asks them to write what would say in that situation. Brown (2001) described questionnaire as written instrument that provides a sequence of questions or statements to respondents in which they react by writing out their answers or selecting them among existing answers. Using questionnaire has some advantages such as it can be mailed or given to the large number of respondents (Fraenkel, Wallen, hyun., 2011: 125). Thereby, Mackey and Gass (2005: 92-93) stated that the researcher utilizes questionnaire to gather data from English teachers in order to observe their beliefs, motivation, or reaction to learning classroom activities.

As Wijayanto et al (2013:190) adopted an idea of Seran & Sibel (1997), in foreign language learning contexts where natural usages of a target language rarely occur, DCT is a very effective instrument. But written DCT has some weaknesses for example participants do not conversationally interact and they answer DCT scenarios based on what they believe will be appropriate responses (Golato in Wijayanto et al, 2013). To defend the strength of written DCT, this study applied an oral DCT to elicit the research data. To know the questionnaire of WDCT, see Appendix B.

In realizing request, it is influenced by social variables on the request speech acts. Here, there are eight request situations for Oral DCT and sixteen request situations for Written DCT. In which those situations varied with three social variables of distance, relative power, and imposition. According to Han (2013: 1099), in the variable of social distance has three levels, that is, +D (the interlocutors are strangers), =D (the interlocutors are acquaintances), and −D (the interlocutors know each other very well). Then, the relative power here, also has three levels, they are, +Power (the addressee has a higher power than the speaker), =Power (having parallel status), and −Power (the addressee has a lower power than the speaker). There are various types of power, such as age, gender, physical strength, or institutionalized roles (Brown and Gilman, 1960, cited in Han (2013)). Finally, the ranking of imposition has two levels: +R (a high extent of imposition) and −R (a low extent of imposition).

This study focuses on the social distance because requests made in all eight request situations for oral DCT and sixteen request situations for Written DCT which have different social distance in each situation. People tend to use their politeness to certain interlocutor which they have different social distance. They will also use polite or impolite language which looks with whom they speak for. Here, table 1.1 shows the classification of oral DCT according to contextual and social variables in the eight request situations. And table 1.3 shows the classification of Written DCT according to contextual and social variables in sixteen request situations.

Table 1.3 Classification of Oral DCT according to Contextual and Social Variables

Situations	Social Power (P)	Social Distance (D)	Ranking of Imposition (R)
Rq1 (ask to repair TV)	+P	-D	+R
Rq2 (borrow a book)	=P	=D	-R
Rq3 (ask to clean up the floor)	=P	=D	-R
Rq4 (ask to drive quickly)	+P	+D	-R
Rq5 (ask an employee for help)	-P	+D	-R
Rq6 (ask tutor to explain again)	+P	=D	-R
Rq7 (ask help to bring fruits)	+/-P	-D	-R
Rq8 (request a glass of water)	=P	=D	-R

Table 1.4 Classification of Written-DCT according to Contextual and Social Variables

Situations	Social Power (P)	Social Distance (D)	Ranking of Imposition (R)
Rq1 (borrow a pencil)	=P	=D	-R
Rq2 (buy new mobile phone)	+P	-D	+R
Rq3 (borrow some money)	+P	=D	+R
Rq4 (borrow sportswear)	+P	=D	-R

Rq5 (ask to clean the kitchen)	+P	=D	-R
Rq6 (ask to clean the class)	+P	=D	-R
Rq7 (borrow phone)	+/-P	+D	+R
Rq8 (ask to make queue)	+/-P	+D	-R
Rq9 (request some drink)	-P	=D	-R
Rq10 (want to see menu)	-P	=D	-R
Rq11 (ask money)	+P	-D	+R
Rq12 (ask a follow-up test)	+P	=D	+R
Rq13 (ask to don't make noise)	-P	+D	-R
Rq14 (request some foods)	+/-P	-D	-R
Rq15 (remind to bring the task)	=P	=D	-R
Rq16 (ask to bring book)	=P	=D	-R

1.9.7 The Techniques Collecting Data

Related to the study investigating the realization of request speech acts, this research uses qualitative method. The researcher uses field research for this study which has some several steps for gathering the data. Here, there are some basic steps followed by the researcher who uses qualitative research which is taken to collect the data (Fraenkel, Wallen, hyun., 2011: 429).

a. Identification of the phenomenon to be studied

Researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher analyzes the pragmatic development of students especially in request speech act realization, that starting identifies the particular phenomenon in speech act realization.

b. Identification of the participants in the study

The participants in the study constitute the sample of individuals who will be observed the realization of request speech act, in this case is students through filling open-questionnaire (WDCT) and oral DCT. In other words it called the subjects of the study.

c. Data collection

The collection of data in a qualitative research study is ongoing. The researcher gets the data from open questionnaire of written DCT and oral DCT where students fill the questionnaire using request speech act realization in form of written and oral. In oral DCT, researcher will record their utterances that should be in form of request realization which will be transcripted to make it easier to be analyzed.

d. Data analysis

Analyzing the data in a qualitative study essentially involves analyzing the information that the students have filled in open-questionnaire before, orally, and documents into a coherent description of what researcher has observed or otherwise discovered.

e. Interpretations and conclusions

Interpretations are made continuously through the course of this study and the conclusions are made of the research through the data that researcher got.

1.9.8   The Techniques of Data Analysis

This study investigates the realization of EFL learners' request speech act: a case study at *SMAN 4 Cirebon*: a case study at SMAN 4 Cirebon. The data are coded by means of adapted version of CCSARP coding scheme (Blum-Kulka, House & Kasper, 1989). The data is taken by open-questionnaire of WDCT and Oral DCT to students in Second Grade, which concerns with the responses of students as EFL learners either written or oral test. The data are collected and transcribed into written document which are based on the request strategies of Blum-Kulka, House & Kasper (1989) in CCSARP; and Brown and Levinson' theory of politeness strategies.

This study using some steps in data analyses, that are data elicitation, coding data, categorization and sub-categorization. In data elicitation step, the result of the data from WDCT and Oral DCT will be sorted to collect the request speech act of students. All requests speech act that has been determined, will be processed through coding scheme. Coding will help the

researcher to identify the request speech act, so that the speech act of request can be easy to know and will support the categorization and sub-categorization. On the basis of that case, so the categorization will be arranged according to the request strategy from Blum-Kulka (1989: 18). The request strategies of Blum-Kulka, et al.'s (1989) in CCSARP is used to classify request strategies used by the research participants (in this case is students as EFL learners).

Table 1.5 Request strategies of Blum-Kulka et al.'s (1989) CCSARP

Request Strategies (presented at levels of increasing directness)	
Situation: Speaker requests to borrow Hearer's pen.	
Level 1: Direct strategies (impositives)	
Str. 1 Mood derivable	Please, lend me a pen.
Str. 2 Performatives	I'm asking you to lend me a pen.
Str. 3 Hedged performatives	I would like to ask you to lend me a pen.
Str. 4 Obligation statements	You should lend me a pen.
Str. 5 Want statements	I want you to lend me a pen.
Level 2: Conventionally indirect strategies	
Str. 6 Suggestory formulae	How about lend me a pen?
Str. 7 Query preparatory	Can you lend me a pen?
Level 3: Non-conventionally indirect strategies (Hints)	
Str. 8 Strong hint	My pen just quit. I need a pen.
Str. 9 Mild hint	Can you guess what I want?

According to Blum-Kulka, a request is comprised of head acts, internal modifications (lexical or syntactic modifications), and external modifications (supportive moves). Head acts are usually classified into three main levels of directness and classified into sub-categories (Blum-Kulka et al, 1989).

1.9.9   The Validity of Research

Creswell (2007) claimed that in qualitative study, validation provides whether the result goes in the right track related to the purpose. Then, ensuring the instrument which is taken is accurate, the researcher uses validation on this qualitative study. Besides that, Angen (2000) stated that validation is "a judgment of the trustworthiness or goodness of a piece of research". Additionally, Creswell (2007) concludes that validation is an effort to assess the accurateness of the findings. In this study, researcher uses Written DCT and Oral DCT to gather the data. After researcher distributed the questionnaire in form of WDCT, the researcher interviewed students.

1.10 Literature Review

This research is not the first research that observes the request speech act. Several researchers in Indonesian University of Education and other country have also observed speech act. Though the theory that is used on the research is similar, but the object of the researchers is different. Actually, there are many researchers that observe about speech act which will support this research. But here, researcher just takes some studies, they are:

Xiao-le (2011) observed the effect of explicit and implicit instructions of request strategies. Norita (2014) studied about the realization of politeness strategies in English for young learners' request in one of bilingual schools in Cirebon. Najafabadi (2012), focused study on Iranian EFL Learners' Inter language Request Modifications: Use of External and Internal Supportive Moves. Han (2013) observed about a contrastive study of Chinese and British English request strategies based on open role play. Khorshidi (2013) investigated about the study abroad and inter language pragmatic development in request and apology speech act among Iranian learners. And Taguchi (2006) observed about analysis of appropriateness in a speech act of request in L2 English.

First, Xiao-le (2011) observed the effect of explicit and implicit instructions of request strategies. The aim of the study is to find out whether explicit and implicit instructions of request strategies will be effective in

helping Chinese EFL learners gain pragmatic knowledge and achieve pragmatic appropriateness in on-line communication. A pre-test and a post-test, each of which consisted of a written discourse completion task (WDCT) and a role play, were given right before and after the intervention. The result of the study is both groups demonstrated improvements in the WDCT after the intervention, but to different degree. The explicit group showed greater progress in the appropriate level of formality, directness, and politeness realized through the syntactic patterns, internal and external modifications, and sequence of request components.

Second, Norita (2014) studied about the realization of politeness strategies in English for young learners' request in one of bilingual schools in Cirebon. The aim of the research is to find out the politeness strategies are commonly used by the students and teachers, to investigate the typical features are found in students and teachers' realization, and to analyze the motivating factors behind such politeness strategies selection. The data of the research is turn-taking of conversation between teachers and students, students to teachers and teachers to teachers in their interaction. The result of the study is teachers are dominant speakers who delivers request as initiating for guiding students, giving explanation or instruction. The students and teachers' interaction are built by daily interaction in every situation. Students in age four and five year-old understand the acquisition of linguistics formulae and they need many times to use it in their conversation.

Third, Najafabadi (2012) focused study on Iranian EFL Learners' Inter language Request Modifications: Use of External and Internal Supportive Moves. Which used a Discourse Completion Task (DCT) including 12 situations was employed to elicit performance data from 120 participants, 90 Iranian EFL learners and 30 American native speakers of English. The data were categorized using an adapted version of the Cross-Cultural Speech Act Realization Project (CCSARP) classification. The study found that Iranian English learners overused external modifications and underused internal modifications compared to American native speakers. However, they showed pragmatic development toward native speaker norms with increase in

language proficiency level. Advanced learners approximated native speakers both in the frequency of use and linguistic form of external modifications with regard to preparator, getting pre-commitment, promise of reward, sweetener, grounder, appreciations, confirmatory, and pre-pre strategies.

Forth, Han (2013) observed about a contrastive study of Chinese and British English request strategies based on open role play. The aim of this study is to explore the politeness of request speech acts by investigating the patterns used by native speakers of Mandarin Chinese and British English under the influence of some social factors, such as social, cultural, and situational factors which produce sensitivity in both interlocutors. The method of this study is written questionnaire which is one of the most commonly used data collection method in the study of cross-cultural communication or inter-language pragmatics to obtain targeted speech acts. And open role-play is used which helps in the realization of complete forms of request interactions. The result of the study is from the open role-play is based upon an independent evaluation of each response according to a number of dimensions. The strategy types are based on three levels of directness and impact: direct level (impositives), conventionally indirect and non-conventionally indirect level.

Fifth, Khorshidi (2013) investigated about the study abroad and inter language pragmatic development in request and apology speech act among Iranian learners. The aim of the research is to find the impact of study abroad context on L2 learners' pragmatic development compared with study at home group in Iran. The data was taken from the study abroad group the participants were selected from the Iranian students who registered in a six-month program in language institute in India and for the study at home group the participants were chosen from the learners' language at the most outstanding language institute in Iran at the intermediate level. A Discourse Completion Task (DCT) including request and apology speech acts was used to measure the gains in the two groups. The result of the research is, many students, teachers, parents and administers strongly believe that students learning a language through a study abroad program are ultimately much more proficient and fluent language users that their counterpart study at home learners in formal FL

language classes. A great number of students annually leave their home for the countries in which their selected language is spoken and expect to return with highly improved language skills.

And sixth is Taguchi (2006) which observed about analysis of appropriateness in a speech act of request in L2 English. This study aimed to examine appropriateness of L2 speech act production with two methods combined – rating overall appropriateness of speech acts and analyzing linguistic expressions used in speech acts. Role play task was used in this study which conducted in a room on campus equipped with a microphone and tape recorder. As the finding of this study lend support to Bardovi-Harlig's (1999) claim that, although high levels of discourse and grammatical competence alone may not guarantee concomitant high levels of pragmatic production, they may serve as necessary conditions for pragmatic appropriateness.

Those are previous studies that talk about request speech act in any term, there is no same cluster. The gaps from those previous study, there is yet display research about the realization of request speech act of EFL learners with using written DCT and oral DCT which refer to Blum-Kulka and Olshtain. Different with the previous studies, researcher will focus on the request speech act of EFL learners especially in *SMAN 4 Cirebon* which will analyze their request speech act strategies and to investigate the learners' pragmatic development in request.

Researcher analyzes the pragmatic competence of English specifically the request speech act of English Foreign Language Learners. It is because the language acquisition of EFL learners is different with ESL or even with native speaker itself. With using method from Blum-Kulka that is Discourse Completion Task will show English pragmatic competence of EFL learners specifically is in the realization of request speech act. In this research will use two kinds of DCT that is Written Discourse Completion Task (WDCT) and Oral DCT. Oral DCT here will show the request speech act naturally which is used by EFL learners because the realization of request speech act is spontaneously spoken.

CHAPTER IV

CONCLUSION

4.1 Conclusions

Based on the research results, it can be concluded that:

1. The realization of request speech acts those are commonly used by EFL learners at *SMAN 4 Cirebon* both in Oral Discourse Completion Test (ODCT) and Written DCT (WDCT)

   The request strategies used by EFL learners are *Query preparatory (indirect strategies)*, this strategy is frequently used by EFL learners both in ODCT and WDCT with the range 54% more than half of percentages. It might be caused by the using of query preparatory in making request is not difficult to explain and have been familiar by EFL learners as a beginner. Besides that, Trosborg (1995: 234) stated that the requester questions or otherwise refers to a preparatory condition decisive for the successful performance of the request and allows the requestee the option of politely refusing by referring to the condition in question. Second strategy is *Mood derivable* with range 26%. It is caused by the situation that require them to say in direct way.

2. Request speech acts comply with the politeness strategies

   In this study the politeness strategy in request utterances that commonly used by EFL learners both in ODCT and WDCT are Positive politeness, Negative politeness and Bald on-record. First is Positive politeness for about 45%. Second is Negative politeness with range 37% and the last is Bald on-record with percentages 18%. The use of positive politeness strategy was realized in sub-strategy of positive politeness that is strategy four (solidarity in-group identity markers) and strategy thirteen (give (or ask for) reasons). Then negative politeness strategy was realized in some sub-strategy of negative politeness that is strategy one (be conventional indirect.), two (use hedges or question) and six (apologize). And the use of Bald on-record included cases of FTA-oriented usage and of non-minimization of face threat.

4.2 Suggestions

Based on the study results and conclusion, it can be followed for further study:

1. For further study can analyze with other kinds of speech acts such as in directive (apologize, refuse, compliment, thanking, etc.)

2. For further study can investigate request, apologize, compliment etc. in Bilingual school

3. For further study can use other kinds of Discourse Completion Test such as Discourse Role-play Test, multiple-choice DCT, etc.

4.3 Implications

Based on the study results and conclusion, the study can be used as:

a. Pragmatics which concerns in inter language pragmatic.

b. May all students can use various of request strategies which is appropriate with the context of situation and also it is needed to use their pragmatic knowledge especially in using of target language (in this case is English) in their communication.

c. May all students can use politeness in conveying their intent.

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