POLITENESS AND REQUEST STRATEGIES IN ACT OF REQUEST BY EFL STUDENTS

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Abstract

Tujuan penelitian ini adalah untuk mengetahui strategi meminta dan kesantunan yang muncul dalam tindak tutur meminta. Penelitian ini menggunakan *role play* sebagai media untuk mendapatkan data. Hasil penelitian menunjukkan ada 17 ujaran yang termasuk ke dalam tindak tutur meminta. Berdasarkan strategi tindak tutur meminta, satu ujaran (5,9%) termasuk ke dalam strategi memberikan isyarat, stategi pernyataan saran, pernyataan akan kebutuhan dan pernyataan akan kewajiban, empat ujaran (23,5%) termasuk ke dalam mempertanyakan kemampuan dan kesediaan pendengar dan meminta izin, dan lima ujaran 29,4%) termasuk ke dalam strategi perintah. Berdasarkan strategi kesantunan, tiga ujaran (17,6%) termasuk ke dalam strategi *bald on-record* dan strategi *positive politeness*, sepuluh ujaran (58,8%) termasuk ke dalam strategi *negative politeness* dan satu ujaran (5,9%) termasuk ke dalam strategi *off-record*. Hal ini menunjukkan bahwa kecenderungan strategi meminta adalah dalam bentuk perintah. Sementara itu, strategi kesantunan cenderung muncul dalam bentuk strategi *negative politeness.*

This research was to find out request and politeness strategy in EFL interaction. This research employed role play in data elicitation technique in collecting the data. The result showed that there were 17 utterances contained request and politeness strategies were used by participants. Based on request strategy one utterance (5.9%) belonged to hint strategy, statements of need, obligation and suggestory formulae, four utterances (23.5%) belonged to questioning listener's ability and willingness and asking for permission and five utterances (29.4%) belonged to imperative strategy. Based on politeness strategy, there were three utterances (17.6%) belonged to bald on record and positive politeness strategy, ten utterances (58.9%) belonged to negative politeness and one utterance (5.9%) belonged to off record strategy. It showed that the tendency of the request strategy was in the form of imperative strategies. Meanwhile, the politeness strategy tended to appear in the form of negative politeness strategies.

Keywords: *acts of request, politeness strategy, request strategy*

INTRODUCTION

Every human being uses language as a means of communication and interaction in the society. Language belongs to one of the primary needs that make people possible to share their mind and feeling either in spoken or written form. One of the languages that is mostly used by people around the world is English. Therefore, there are many countries that have English as one of the study program in their University. Indonesia is no exception, where people learn English as a foreign language that learned in School, University or English Course.

One of the aims of learning English as a foreign language is to make the students able to communicate. Learners should have communicative competence that comprises not only linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence (Celce-Murcia, 2007). Socio-cultural, interactional, and strategic competences refer to the speaker's pragmatic knowledge. One of speaker's pragmatic knowledge is politeness.

Keeping politeness in a conversation is important in any language. For foreign language learners however to express politeness in a speech act which is intrinsically face-threatening could be very challenging as what is considered polite in their mother tongue could be rude in the target language context. Especially in speech act of request in English as a foreign language interaction. The process of transferring from L1 to L2 while keeping its politeness in an act of request might be produced differently in both source language and the target language. As said by Leech (1976), people are likely to be direct in their utterance

when their social relationship is closer but when they have to speak to someone with a distance social relationship they tend to be more polite. Therefore the researcher thinks that it is important to do an investigation in the act of request in relations with the politeness used in English as foreign language interaction.

This research was focused on analyzing the pattern of act of request and politeness performed by the English Learners in English Education Study Program, Lampung University at 6th semester. The researcher applied data elicitation technique to gain the data by using Oral discourse completion task / ODCT (role play) as instruments of this research.

Role play is a technique in which the student play a part (either their own or somebody else's) in a safe environment in which students are as inventive and playful as possible. The student will unselfconsciously create their own reality and by doing so are experimenting with their knowledge of the real world and developing their ability to interact with other people (Alan Maley, 1987).

The ODCT (role play) design for the present study consists of scenario description which provides the research participants with a specific social situation. By applying ODCT (role play) as a data elicitation technique, the researcher will able to make the students produce the data that the researcher intended to see that is to find out request strategy and politeness strategy used in English as foreign language interaction.

Based on the explanation stated above, the researcher formulated the problem as follows:

1. What kinds of request strategy do by EFL students in English as a Foreign Language Interaction?

2. What kinds of politeness strategy do by English as a Foreign Language Interaction?

METHOD

This research was designed based upon the problems analyzed and the main purpose of the research, therefore the researcher used a discourse analysis research that employed descriptive method. Surakhmad (1994:139) says that a descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion. The data was focused on the task based performance of the student by analyzing the interactional conversation among participants in foreign language interactions by using Troshborgs' taxonomy of request and Brown and Levinson politeness strategy.

The research was conducted in English Education Study Program, Lampung University for student at 3rd years on April 2015. The subject in this research consisted of 15 students, 10 females and 5 male students.

In order to collect the data, the researcher did several steps: 1) Determining the situation for student task, 2) Preparing the role cards for the student, 3) Distributing the role cards and ask the student to perform based on the situation given, 4) Recording the student performance, 5) Transcribing all the

conversations, 6) Coding the data 7) Analyzing the data by using Anna Trosborg request strategy and Brown and Levinson politeness strategy, 8) Making the report of the research.

RESULT AND DISCUSSION

RESULTS

Based on the result of the research, it turned out that there were seven request strategy appeared during all the performance of the student. They were: 1) Hint strategies, 2) Imperative strategies, 3) Asking for permission, 4) Sugestory formulae, 5) Statements of need, 6) Statements of obligation and 7) Questioning listener's ability/willingness.

The percentage of appearance of each category based on the total utterance that belonged to Act of request which was 17 utterances was as follow:

1. Hint strategy : 1 utterance

   $$\frac{1}{17} \times 100\% = 5.9\%$$

   The example was in utterance, daughter: "*Umm... My friend... will throw up a party... (cut by mother)*".

2. Imperative strategies: 6 Utterances

   $$\frac{6}{17} \times 100\% = 35.3\%$$

   The example was in utterance, librarian: "*Please be quiet!*"

3. Asking permission : 4 Utterances

   $$\frac{4}{17} \times 100\% = 23.5\%$$

   The example was in utterance the daughter: "*Can I?*"

4. Suggestory formulae : 1 Utterance

$$\frac{1}{17} \ x \ 100\% = 5.9\%$$

The example was in utterance Dian: " *Ehhhmm Fara, How if I lend your money?"*

5. Statements of need : 1utterance

$$\frac{1}{17} \ x \ 100\% = 5.9\%$$

The example, students: "*For that's reason, I need your help, Mam!"*

6. Statements of obligation : 1 utterance

$$\frac{1}{17} \ x \ 100\% = 5.9\%$$

The example, students: "*I must have your recommendation letter to fulfill the requirement of this selection."*

7. Questioning listeners ability and willingness : 4 utterances

$$\frac{4}{17} \ x \ 100\% = 23.5\%$$

The example, Joshua: "*Could you please take us the picture?"*

Concerning the politeness, the strategies adopted by participants from all of utterances was Bald on Record, Positive Politeness, Negative Politeness strategies and Off-Record politeness strategies. It meant that all of politeness strategies based on Brown and Levinson appeared in participant's interaction.

The percentage of appearance of each category based on the total utterance that belonged to Act of request which was 17 utterances was as follow:

1. Bald on Record : 3 utterances

$$\frac{3}{17} \ x \ 100\% = 17.6\%$$

The example was in utterance "*I need your help, Mam.*"

2. Positive Politeness : 3utterances

$$\frac{3}{17} \, x \, 100\% = 17.6\%$$

The example was in utterance "*Excuse me, May I have your time to talk?*"

3. Negative Politeness : 10 utterances

$$\frac{10}{17} \, x \, 100\% = 58.9\%$$

The example was in utterance "*So, may I have the material?*"

4. Off-record : 1 utterance

$$\frac{1}{17} \, x \, 100\% = 5.9\%$$

The example was in utterance "*Umm... My friend... will throw up a party...*"

DISCUSSION

Each performance of the student produced different number of Act of Request. Situation 1, which is about asking permission from daughter to her mother which involved 2 students produced the most number of Act of Request of all which was 5 utterances. The situation that brought the least Act of Request was situation 2, 5 and situation 6 resulting 1 act of request only.

From all of utterances, participant mostly used imperative strategies in acts of request in foreign language interactions. Based on the result of research, it showed that imperative strategies was used when participants has close relationship, such as in deep friendship and between mother and daughter. This result is in line with Suh's (1999) study that found that an intimate friendship does not require a polite way of speaking. Speakers who maintain an intimate friendship usually use

imperative forms when making a request. Beside that Khahua (2003) also state that direct request is usually used when the requester-requestee relationship is close.

Concerning the politeness, the writer inferred that in the foreign language interaction tended to use negative politeness strategies. The politeness strategies adopted was negative politeness strategies was 10 utterances (58.9%), bald on record was 3 utterances (17.6%), positive politeness strategies was 3 utterances (17.6%), and off record just one utterance (5.9%).

The researcher assumed that this was because some situations provided by the researcher involved the different level and status among the participants, such as student to her teacher or professor. This situation caused the condition where there was someone with higher position. Therefore when the person with lower position tended to performed the act of request in the form of negative politeness strategies. Their purpose was to avoid the imposition to the listeners. In this context was the teacher avoided the imposition to their teacher that had higher position.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the findings and discussion above, it seems that situation will influence the speech act produced and politeness strategies. Therefore the researcher concluded this research as follow:

1. Concerning request strategy, the tendencies of the request strategy was in the form of imperative strategies that showed the relationship between interlocutors.

2. Concerning politeness strategies, the tendencies of strategies that mostly used was negative politeness strategies that appeared when conversation involved two or more group of people with different levels.

SUGGESTIONS

In reference of the conclusions above, some suggestions are given as follow:

1. English teacher should teach pragmatic knowledge of the target language to the students, so they will be able to use the language appropriately to various social context and situation.

2. For future researcher it is better if use the real conversation in daily life to investigate about politeness strategies. Beside that this study focused on situations that occur in act of request in every daily life, the researcher hope that future research will be focusing on other aspect such as gender differences in politeness or politeness in compliment or apologizing.

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